REPORT RESUMES

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COOPERATIVE PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION IN THE WINSTON-SALEM/FORSYTH COUNTY PUBLIC SCHOOL SYSTEM.

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THE CENTRAL EDUCATION REHABILITATION CENTER IS A COOPERATIVE PROGRAM, JOINTLY SPONSORED BY THE DIVISION OF VOCATIONAL REHABILITATION AND THE WINSTON-SALEM/FORSYTH COUNTY SCHOOL SYSTEM, FOR JUNIOR AND SENIOR HIGH AGE MENTAL RETARDATES WHOSE INTELLIGENCE QUOTIENT FALLS IN THE RANGE OF 60-84. THE PROGRAM IS DESIGNED TO OFFER THE STUDENT A SCHOLASTIC AND VOCATIONAL TRAINING PROGRAM GEARED TO HIS LEVEL. STUDENTS ARE TESTED BEFORE BEING REFERRED TO THE CENTER. AFTER INITIAL BRIEFING AND COUNSELING, THEY ARE GROUPED ACCORDING TO THEIR AGES AND TAUGHT AT THEIR LEVEL OF ATTAINMENT. THE COURSES OF STUDY, JUNIOR AND SENIOR HIGH, ARE DISCUSSED. GROUPING STUDENTS BY AGE ACCORDING TO THEIR PEERS AND LETTING THEM WORK ON THEIR OWN LEVEL SEEMS TO ELIMINATE MANY PROBLEMS. INDIVIDUALIZED ATTENTION AND SMALL GROUPS HAVE GIVEN STUDENTS AN OPPORTUNITY TO GROW IN LEARNING ABILITY BEYOND THEIR NORMAL EXPECTATIONS. A GRADING SYSTEM WAS DEVISED TO MEET THE SPECIAL NEEDS OF THE STUDENTS AND THE PROGRAM. IT IS BELIEVED THAT THE RETARDATE IS SLOW IN LEARNING BUT NOT DIFFERENT IN OTHER RESPECTS FROM OTHER STUDENTS HIS AGE. PROJECT WORKERS FEEL THAT THE PROGRAM IS A SUCCESS. A COOPERATIVE PROGRAM SIMILAR TO THIS ONE IS RECOMMENDED. THE APPENDIX, WHICH CONSTITUTES HALF THE REPORT, INCLUDES A LIST OF EQUIPMENT AND SAMPLES OF THE EVALUATION TOOLS USED IN THE PROGRAM. (IM)

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Central Education Rehabilitation Center

COOPERATIVE PROGRAM OF
VOCATIONAL REHABILITATION AND SPECIAL EDUCATION IN
THE WINSTON-SALEM FORSYTH COUNTY PUBLIC SCHOOL SYSTEM

ProjectNo. RD-1917-D-66-CL

Winston-Salem/Forsyth County Schools
Winston-Salem, North Carolina

CG 001 034

COOPERATIVE PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION IN THE WINSTON-SALEM/FORSYTH COUNTY PUBLIC SCHOOL SYSTEM

COMPILED BY

Harold J. Pope, Project Director
A. Buford Caudle, Project Co-ordinator

Project No. RD-1917-D-66-Cl

Winston-Salem/Forsyth County School System
Winston-Salem, North Carolina
July 30, 1967

"This investigation was supported, in part,
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Department of Health, Education, and Welfare
Washington, D.C., 20201."

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COMPILED BY

Harold J. Pope, Project Director
A. Buford Caudle, Project Co-ordinator

Project No. RD-1917-D-66-C1

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Project No. RD-1917-D-66-C1

Winston-Salem/Forsyth County School System
Winston-Salem, North Carolina

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INTRODUCTION

The Central Education-Rehabilitation Center is a jointly sponsored school which incorporates all of the aspects of a school and the services of Vocational Rehabilitation. The program is conducted on a co-operative basis by the Winston-Salem/Forsyth County School Board and the State Division of Vocational Rehabilitation. The school originally operated under a grant from the Department of Health, Education, and Welfare to the State Division of Rehabilitation. In May, 1967, the program changed from a B-2 Project and is now being funded by Section II Funds of The Vocational Rehabilitation Act. The program was conceived in December of 1964, and the proposal worked out jointly by Mr. Douglas Carter, Director of Special Services for the Winston-Salem/Forsyth County Schools and Mr. Corbett Reedy, Regional Director of Vocational Rehabilitation. The proposal was approved in May, 1965, and the school began to function in September, 1965.

The school is neither academically or vocationally centered but an attempt is made to balance the training in order to produce a well-rounded individual for future job placement. The main objective of the Center is to train and place students in employment situations suited to their abilities. In order to accomplish this, the students are screened, evaluated, and trained to fill the necessary requirements of the job they are seeking. The student is placed in a job-training situation; and his training is supplemented by the staff at the Center. The Center is unique in that it was the first of its kind to approach the problem in this manner.

The Center staff is made up of teaching and non-teaching personnel. The teaching personnel handles the educational portion of the program and are employed by the school system. The non-teaching personnel handle the counseling, evaluation for work experience and job placement, the securing of vocational rehabilitation services, testing, and on-the-job training. The non-teaching personnel are employed by the Division of Vocational Rehabilitation.

The student body consists of junior and senior high students who are classified as mentally retarded or slow learners. All students fifteen and above are eligible for the services provided by Vocational Rehabilitation.

SIGNIFICANT FINDINGS FOR THE REHABILITATION WORKER

The purpose of this program is to train the mentally retarded student so that he may be placed in a remunerative job situation and be a contributing member of the community in which he lives. To do this, the junior and senior high school aged students were assigned to the Center by the school system. A student is recommended by the Guidance Counselor in his school to the Department of Special Services. The Department of Special Services then refer the student to the Center. If space is available, the student is tested to see if he meets the requirements. If the student qualifies, he is brought into the Center and the Rehabilitation Counselor sees him. The program is explained and a course of study is planned. After the student is in the program, the work evaluator then begins a series of evaluation to determine the student's capabilities. When the student is judged ready, he is placed in a job-training situation.

Findings discussed in report:

1. Unique approach is the education of the mentally retarded adolescent.
    a. Grouping by age, with instruction on an individual basis
    b. Specially-made versuscommercially-made materials
    c. Abilities of mental retarded students exceed expectation

2. A new look at grading in special education

3. Methods and areas of vocational placement for the mentally retarded

4. The special needs and characteristics of the retarded adolescent in a special school

5. It has been our experience that the atmosphere in a special school is condusive to mental and social growth of the student.

It is possible that by using some of the information contained in this report one could add considerably to the stature of the mentally retarded. We do not say that our methods are the answer, only that they have been successful for us. One could, by reading this report, possibly find one small idea that would be of value to him and to the mental retardates in general.

(F) Purchase of necessary restorative services such as special therapy, audiology, physical restoration, prostheses, etc.

(G) As a part of this program, intensive efforts will be developed to initiate a broader program of sheltered work and employment services for the severely disabled. Although this community has sheltered work resources, there remains a serious lack of employment opportunity for those with serious mobility problems and severe limitations of work potential.

(2) Comprehensive job development, job try-out, job training, and job placement activities within the metropolitan community consisting of the City of Winston-Salem and Forsyth County.

(3) Continued efforts to evaluate and modify school curricula pertaining to mentally retarded students to increase the effectiveness of this program in preparing retarded children in more effective participation in social activities, community living, and employment.

(4) To increase the holding power of the Special Education program and the effectiveness of the combined efforts of this program and Vocational Rehabilitation, and to provide continuation of services for handicapped children from the point of entry of the school system until satisfactory community adjustment can be effected at the level of each student's highest potential.

(5) To increase substantially the number of such handicapped students entering remunerative employment following completion of educational and rehabilitative services, the acceptance of youth having special employment problems into the economic and industrial life of the community, and to develop community awareness and participation in programs which seek to improve the outlook educationally, socially, and economically of disadvantaged youth.

(6) To provide a practical and convincing demonstration of the practicability and feasibility of carrying on such a comprehensive program within a specific urban community with the intention that lessons learned here will be applicable to other similar communities in the State.

Responsibilities of Cooperating Agencies

The implementation and operation of the project will take into consideration the following:

COOPERATIVE PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATION IN THE WINSTON-SALEM/FORSYTH COUNTY PUBLIC SCHOOL SYSTEM

Type of Project

This is a selected demonstration project involving the establishment of an organized program of services for mentally retarded youths of junior and senior high school age to be operated jointly by the North Carolina Division of Vocational Rehabilitation, Department of Public Instruction, and the Special Education Department of Winston-Salem/Forsyth County Public Schools operating under the Winston-Salem/Forsyth County School Board.

Objectives of This Selected Demonstration Project

General objectives include:

(1) To effect a comprehensive and coordinated program between Special Education and Vocational Rehabilitation.

(2) To increase substantially the number of mentally retarded persons being prepared for remunerative employment.

(3) To apply new knowledge, methods, and techniques acquired through research projects in Vocational Rehabilitation and related fields.

Specific objectives include:

(1) Creating a new Education and Rehabilitation Center in which will be developed a new program including:

(A) Intensive rehabilitation diagnosis and evaluation services.
(B) Actual job try-out services and a wide range of purely vocational and vocational training activities.
(C) Professional services including counseling, social services, psychological services, placement services.
(D) Related academic training.
(E) Extensive remedial education designed to improve trainability and employability of retarded youth in the project. (This program is supplementary to an already extensive Special Education program operating in the regular school settings from which project clients will be drawn.)

(1) Special Education will provide for all youth engaged in this project the full range of Special Education services that are traditionally and legally the function and responsibility of a local system of education to its children. As indicated in the budget, the public school system will make a substantial contribution in the continuing educational and vocational training of these youth, extending these services beyond the current termination level. In addition, the physical facilities for all project activities including transportation of private students between school units within the system will be the responsibility of Special Education.

Additionally, the Special Education Department will maintain a continuing effort of evaluation and modification of current educational operations for the retarded children so that these services will be increased in their preparatory value. Invaluable lessons will be learned in this project, which will guide the school system in evaluating practices and methods.

(2) The Vocational Rehabilitation agency will be responsible for the provision of all rehabilitation services, traditionally and legally a responsibility of the State Division of Vocational Rehabilitation as prescribed by State and Federal Rehabilitation Acts and the agency's State Plan. This means the substantial supplementation by the agency through its regular service program, the rehabilitation services offered to project clients as individual situations require.

(3) Administration - This cooperative project will be jointly supported and administered by the Special Education Department, Winston-Salem/Forsyth County Public Schools, and the North Carolina Division of Vocational Rehabilitation. All aspects of the plan of operation are jointly agreed upon, and will operate within the currently effective policies of the two agencies. In the continuation of the project, necessary consultations will be carried out jointly with both agencies regarding modifications and improvements.

The North Carolina Division of Vocational Rehabilitation commits itself to long-term support of this project. Upon termination of support from Vocational Rehabilitation project funds, the rehabilitation share of this project will be financed through the agency's regular budget.

Justification of Project

The Winston-Salem/Forsyth County Public School System is a combined city-county system serving a population of 206,000. The current school enrollment is 46,000 students. Of this number, 4,000 are in

Special Education programs. The number of teachers in Special Education classes has risen from seven in 1956-57 to 126 at present. Approximately 65 of this number are teaching mentally retarded students.

An interesting factor of this school system which holds tremendous significance for this project is the comprehensive program of Special Education for the mentally retarded and other slow learning children within the system of 24 junior high schools. These are modern new buildings, and each has special classrooms and special teachers to give a wide range of services to the special needs of the retarded. At the same time, the retarded have the benefit of attending school in a normal environment involving daily contact with students enrolled in regular programs. Such a concentrated effort in behalf of the special student in recent years has reduced tremendously the dropout rate of such students and greatly increased their rehabilitation potential. The average age for termination of youth from these special programs in the junior and senior high school is 18 years. This means that the rehabilitation project will be dealing with educable mentally retarded students of unusual social, vocational, and educational maturity.

It is estimated that a total of 300 youth will be engaged in the cooperative program each year. During the first year, it is estimated that the total enrollment will reach 200, with approximately 50 completing their rehabilitation programs. The project will reach its full capacity during the second year of operation.

The Vocational Rehabilitation agency has had a successful operating relationship with this school system for many years through its Winston-Salem District Office; however, due to limitation of agency staff and resources, only a minimal number of retarded school youth could be served. With the initiation of this new program, it is felt that the agency's level of services, as well as knowledge of how to deal with this problem, will be tremendously increased.

No such comparable cooperative program involving Special Education and Vocational Rehabilitation presently exists in the State of North Carolina. It is expected that the results of this project will serve to stimulate similar projects in other communities in the State in which already there is considerable interest.

The project follows closely the prototype of such a demonstration project as was developed first in Texas and later initiated in a number of other communities with appropriate adaptations to local situations.

Location of Project

Since this project is comprehensive, it is being located physically in a former school building centrally located. With minimal renovation and modification, it offers excellent provisions for this program. The building will house the principal project staff, as well as provide space for a new educational program for project youth, an extensive program of diagnosis, work evaluation, and basic vocational training, and offices for administrative and other professional personnel. Adequate space is available for conference rooms, permitting team evaluation and staffing of cases.

The project will have an out-reach into the community, identifying and developing specific resources, and training and placing project clients in a variety of training and work situations.

Project Methods in Operations

The following is a description of project methods in operations:

Identification and Referral of Project Students - Due to the excellent studies of mentally retarded children made available in this school system, which are maintained throughout their school experience, excellent records involving economic, social, and health data are available on each child. The project will accept any such retarded youth who is considered by qualified professional judgment to have reached his maximum benefit status as regards his regular school services, or who should begin specific vocational guidance and exploration concurrently with a program of educational services. These will be referred under standards and procedures established by the office of the Director of Special Education. Retarded youth with secondary disabilities will also be included if they are considered to have potential for vocational training and selective employment. Youth beyond the age of 21 will not be included in this project.

New residents moving into a community who may be referred to the project, and for whom similar background data is not available, will be evaluated for eligibility and suitability for the project provided they are of an appropriate age.

It will be the policy of the project to use existing case data with necessary additional examinations and studies to resolve any questions regarding health, disability status, emotional, or social problems. These may be purchased from competent resources within the community using agency funds or resources. General medical examinations will be procured for all project clients when such data is not available at the time of referral.

All existing information and resources including the school accumulative file, the Vocational Rehabilitation file, and any other subsequent information from the student's home school staff, will be made available to the project staff. On the basis of all information secured, a certificate of eligibility for Vocational Rehabilitation services will be made by the State Vocational Rehabilitation agency in accordance with the provisions of the State Plan.

When it is determined that students have either reached a status of maximum benefits within the public school, or a status of diminishing benefits, referral will be made as described above to the project supervisor. Each case will then be assigned to the rehabilitation counselor or other appropriate project staff member for the initiation of rehabilitation case study and planning. Each referral will be seen by the special staff member, such as social worker or psychologist, as indicated by his special needs. Jointly, the staff members who work with the referred student will agree upon an appropriate plan of service.

Project students will be of junior-senior high school age, not to exceed 21 years of age. Persons with I.Q. findings above 80 will not be included unless other serious complicating factors are present which, taken in totality, seriously handicap the student. Evidences of retardation in a functional sense will have equal weight with clinical psychological findings.

Following initial case study, each project student will be assigned to an appropriate program, including such services as personal social development activities, vocational diagnoses, work exploration, or vocational training. His progress will be noted at frequent intervals in each area of service, and appropriate case records will be maintained to record progress. A major portion of the services to be provided are physically located within the center; however, many students will receive a substantial portion of their services within community training facilities on-the-job, in vocational training courses, in the Goodwill Center, or other available resources. All students receiving extra services will be under the supervision of the project staff.

As the project develops, considerable attention will be given toward the development and refinement of a broad range of evaluation and training services. It is felt that this particular community is rich in possibilities for developing appropriate services.

The project staff will also have responsibilities for developing job placement outlets, giving specific placement assistance to individual clients, and supervision and adjustment services during the early period of employment.

Parents of project clients will be fully informed and involved in the acceptance, individual planning, service program, and placement of each student. The social worker will have a principal responsibility for family relationships and must cooperate with school social workers and other special workers in the community in working out home and family problems which may adversely affect the progress of a student. The health resources of a community include the Public Health Department, and the excellent facilities of Bowman Gray Medical School and Medical Center will be brought into the project in a cooperating relationship.

Students who encounter unusual difficulty to the extent that placements are not initially successful will be brought back into the project for further study and assistance.

Careful follow-up procedures will be initiated which will produce individual records indicating the outcome of services for each individual student involved in the project and of project results as a whole. It will be the responsibility of the project director and the project supervisor to establish and maintain these records, and to make the necessary reports.

An important factor of the project will be the establishment and functioning of a Community Advisory Council, which will be comprised of representatives of employers, the professions, civic organizations, and co-operating institutions who have stature within the community, and whose special interests and capabilities will help to strengthen the project both within the center and within the community.

Staffing

The project staff is outlined in the budget portion of this application. In addition to the specific project staff members listed to be supported under the formal budget, the Education and Rehabilitation Center will have in addition twelve Special Education teachers devoting their entire time to project clients in offering related educational services, and the part-time contributions of other specialists employed within the school system, such as psychological, social work, nursing, medicine, or administrative.

The staff selected for this project shall be competent, carefully selected, and given special orientation in the objectives of the project.

The project will have university relationships as follows: Wake Forest College (which has university status) and Bowman Gray School of Medicine will offer many consultative services to the project. This will be especially true of the Medical School where special examinations and special consultations and restorative services are available. Likewise, specialists from the University of North Carolina and Appalachian State Teachers College will be called upon freely for consultative service.

In addition, the highly qualified staff of Special Education of the State Department of Public Instruction, which has played a very active and significant role in the development of this project, will continue to offer special advice and support.

This program is to operate for a period of three years, after which those elements which have been found through this experimental period to be effective and appropriate to this particular community will be assumed by Special Education and Vocational Rehabilitation for regular program support as a part of on-going programs.

Previous Work Done by Applicant on This Project

The North Carolina Division of Vocational Rehabilitation is substantially involved in developing services for the mentally retarded. In addition to the developmental work of this specific project, it operates Vocational Rehabilitation units in four State institutions for the mentally retarded and special workshop services in six other communities of the State. In addition to the proposed project staff, twelve special counselors are assigned to major population centers, serving a caseload of retarded clients. This agency is also a co-sponsor of the Mentally Retarded Training Center maintained under the administration of the University of North Carolina at Murdoch Center, Butner, North Carolina.

The Special Education Department of the Winston-Salem/Forsyth County Public School System is one of the leading school systems of the State of North Carolina and of the entire country in its development of appropriate school services for the mentally retarded. This commitment of the cooperating agencies to this specific problem, and the wise experience gained through such activities, will serve to strengthen the operations of the project.

Written Interagency Agreement

A written agreement should carefully delineate the specific objectives of the project, respective responsibilities and functions, direction and co-ordination, staffing and funding arrangements, and the methods of operation.

The necessity for joint planning, both preliminary and continuing, is considered vital to the success of the project. Project goals will be achieved through understanding and support of the project objectives by all personnel concerned on both the State and local level.

METHOD OF OPERATION

The program at Central was established for junior and senior high school age mental retardates. A program was established for each area, junior and senior high.

Junior High

The junior high program was set up on a departmentalized basis. The length of the periods was fourty-three minutes, and the students changed classes at the end of each period. This procedure was followed for one complete year, and the need became evident for a self-contained class for certain of the students that could not adjust to the changing of the classes. Such a class was established and proved so successful that in the fall of 1967, more self-contained sections will be added.

The students are grouped in sections rather than grades. In the Special Education program in our school system, the students are divided into cores. The primary age children are in Core I, the intermediate ages in Core II, the junior high in Core III, and senior high in Core IV. We use these same designations but have sections in which the students are grouped by ages. In the junior high we have Section I, comparable to the seventh grade, Section II, comparable to the eighth grade, and Section III which compares to the ninth grade.

Under the new set-up that will be installed in the fall of 1967, the students in Section I will remain with one teacher in block time. The students will change classes only for general shop, home economics, and arts and crafts. In the Section II classes they will change for arithmetic, pre-vocational training, general shop, home economics, and arts and crafts. This will mean that the individual student will make four changes a day. They will remain with their base teacher for three periods.

In Section III the students will change classes every period, or seven times a day.

We have made this change because we found that the younger students became confused by the constant changing of classes, and that they needed the security of having one teacher to identify with.

The junior high course of study consists of reading, arithmetic, language, social sciences, pre-vocational training, general shop for boys, home economics for girls, arts and crafts, and health.

Senior High

In the senior high portion of the program the students were grouped in three sections according to ages. Section I is comparable to the tenth grade, Section II to the eleventh, and Section III grade twelve. In the inception of the program all students were required to take reading, arithmetic, language, and social science. They could then elect their courses in vocational areas. Students were allowed to take more than one period of a vocational area in which they had a special interest. The program operated for a full-school year like this, but it became very evident that the students in Section III needed less of the formal academic work and more vocational training. In November of 1966, the schedule was changed for the students in Section III; and they were required to take only reading and arithmetic. By doing this, we freed the students for more vocational training, on-the-job training, and work experience. It also gave us an opportunity to place some students in full-time employment. Under the new set up the enrollees in Section I take the four academic areas and three vocational areas, in Section II the students will take three required courses: reading, arithmetic, and language. As the students progress toward completion of training, they decrease the amount of academic training and increase the vocational training.

Grouping

When the program began, the students were grouped according to the classes they had been in prior to coming to the Center. This method gave us a rather mixed group of all ages. It was decided to group by ages rather than ability or mental maturity. Using the chronological age as the basis for establishment of the section was decided upon and has proven to be most satisfactory. Grouping by ages keeps the students with his peers, and tends to eliminate many problems that arose when the sections were mixed. Regardless of how grouping is done, there will be a large number of levels of ability; especially among the retardates grouping by ages seem to be the most feasible method. The teachers in the individual class can then work with the students on their individual level of ability. When we started this program, it was decided that the student would determine the course of action according to his needs. This means that we strive to meet the needs of the pupils and fit the course to them rather than fitting the students to the course. By grouping as we have done and putting the burden on the teacher to handle the levels of ability, we have almost reached the goal of meeting the needs of the students.

In grouping by ages we use the following:

Junior High (Core III)

Section I - 13 - 14
Section II - 14 - 15
Section III - 15 - 16

Senior High (Core IV)

Section I - 16 - 17
Section II - 17 - 18
Section III - 18 - 21

Measures of Student Progress

For some time, there has been a problem in rating the progress of students in school. This problem is especially acute in the area of Special Education. In the regular classroom, students are rated entirely on their academic achievement, but this is not applicable in a special education setting. In order to rate these students fairly and purposefully, some new method had to be devised.

Since job training is one of the focal points of education for Special Education students, it seemed best to develop a method of rating them on the basis of the areas most important to success on the job: achievement, effort, and personal qualities. He is rated by each teacher on these three areas, and his ratings are treated equally in deriving a grade.

In order to show any progress, the numerical ratings are expressed in Merit Points (based on a scale of 100). But to create the feeling of "oneness" with the rest of the educational system, these numerical ratings are conveyed to the student in the form of the common letter grades: A, B, C, D, and F.

In this system of Merit Points based on a total of 100, special recognition is given to students who achieve a total of 90 or more Merit Points.

Job Placement

We have placed the emphasis upon placement of 18 year olds and up in job training and job try-out. It has been found that placement at this age is most successful. The employer is more willing to accept the trainee and the trainee is more mature and capable. We have placed younger students in part-time jobs for work experience but do not consider this placement as being training or permanent. Every student that is 16 years old or older is encouraged to work after school, and effort is made to find something for the student to do. It is felt that the more exposure the student has to work and people, the better able he will be when it comes time to place him in job training or full-time employment.

There are a number of in-school work experiences available to the students. These in-school jobs expose the students to opportunities and give training at the same time. The training situations are: cafeteria worker, custodian helper, teacher aide, maintenance worker, office assistant, telephone receptionist, clerk typist, and library clerk.

Progression and Termination or Graduation

The students in the program are progressed from one section to another rather than being promoted. Basically, it is the same thing; but since so much of our emphasis is upon progress, we like the term "progression." Each spring the faculty members of the junior and senior high groups meet to determine who will be progressed and who will be retained. When the senior high teachers meet, the vocational rehabilitation counselors and work evaluator meet with them and all pertinent information is used to determine advancement. The areas of consideration are maturity, ability to learn, readiness for vocational training, readiness for job training, individual capabilities, and ability to get along with others. These same criteria are used to determine the students that will be terminated or graduated.

The student that has progressed through the program and reached the final year and is recommended for termination or graduation enjoys the regular graduation exercises that are conducted at all high schools. The graduating students receive a diploma similar to that received by all the high schools in our system. The difference lies in the statement that it is awarded by the Department of Special Education. The diploma means that the student has fulfilled the requirements of attendance and course proficiency as established by the Special Education Department.

Staff

The staff at the Center is composed of Special Education teachers and Vocational Rehabilitation personnel.

Administrative:

Principal-Project Director -

Responsible for the operation of the program, particularly those aspects pertaining to the school system and curriculum.

Project Co-ordinator-Vocational Rehabilitation Supervisor -

Responsible for Vocational aspects of the program and their relationship to the school program.

Teaching Personnel -

The teachers are special education instructors assigned to the school by the Superintendent's office. They fall into two categories: academic and vocational. The teachers perform all of the duties required by the school system of it's teachers.

Non-Teaching Personnel:

Rehabilitation Counselors -

The counselors perform the regular duties of a Vocational Rehabilitation counselor. In addition, they also counsel the students in regard to their activities at the school.

Work Evaluator -

The purpose of the work evaluator is to determine the capabilities of the students by any method available. After making the evaluation, the work evaluator then makes recommendation.

Job Placement Specialist -

The primary purpose of the job placement specialist is to ascertain possible placement areas in the community and funnel the students into these positions.

Social Worker -

The social worker is responsible for social histories and the welfare of the student-clients.

Psychometrist -

The testing and evaluation of prospective student-clients is the responsibility of the psychometrist.

Secretary -

To handle the paper work required by Vocational Rehabilitation and maintain the necessary records of the student-clients.

COURSE OF STUDY

The course of study at the Center is partially academic and partially vocational. The academic areas are reading, language, arithmetic, and social science. The program is divided into two distinct phases: junior high and senior high.

In conducting the class work, academically and vocationally, we use textbooks only as source books for the teacher. We have found that it is much better if the teacher prepares the material for the class. By doing this, the teacher is able to fit the student and material together. Use of teacher-made material has proven to be very satisfactory because the majority of published materials are not written at the level of understanding of the students nor is it broad enough in scope to encompass all of the levels with which we are confronted. Another asset of preparing our own material has been the removal of the grade-level identification that is found on so many books. We are confronted with 16, 17, and 18 year old students who work at a third, fourth, or fifth grade level. If they had a book so marked, it could create serious social problems for them. It has also been found that the teacher is able to suit the material to the students because of their close contact.

In carrying on the instruction in the classroom, we have found that the wide use of audio-visual equipment is most beneficial. A list of the equipment used will be found in the appendix. Here again, the teacher employs self-made materials rather than commercial programs.

Junior High

Course of Study:

Reading
Language and Social Science
Arithmetic
Pre-Vocational Training
Shop (Boys)
Home Economics (Girls)
Health and Recreation
Arts and Crafts

Reading

The purpose of the reading course is to develop the student's ability to read to the highest level. The teacher is concerned with developmental reading and remedial reading

The following report concerns the progress being made in the reading area of junior high school. The report will be made according to certain areas of study and certain machines being used in the class.

First the areas of study will be covered briefly. They are as follows: Definitions, workbooks, games, newspaper, spelling lists, and the Library.

Definitions - The children have been instructed in the use of the dictionary. At first they were somewhat reluctant to do this sort of work but have gradually achieved some perfection in this area. This line of study has increased word knowledge and at the same time has given the individual student belief in his ability to do something on his own.

Workbooks - Students have done limited work in workbooks which were compiled by the teacher. These workbooks have provided the students with short stories which they can read. At the end of each story is a question section, which is very important to the student.

Games - The students have taken part in various word games such as spelling bees, word trees, and recognition races. These games are important in that they provide a pleasant deviation for the student, while at the same time provide a "drill" in learning new words.

Newspaper - The students have been instructed in the organization of the newspaper. The teacher has drilled them in finding such things as the weather report, T.V. programs, and the classified section. The instructor has incorporated this area of study to show the students how very important it is to know how to read. It gives a practical side to reading.

Spelling Lists - Here the students have simply been given a list of words every week to work with in various ways.

Library - The students go to the Library once every week. Student librarians have been appointed for every class and they do a splendid job. The students have learned to choose their own books and are now making written book reports on forms provided by the teacher. Book reports have not been made a mandatory assignment but the students have been making them in every class - of their own accord! The students also keep a record of the number of books they read.

Secondly, a report will be made on the things being done with the machines in the class. The machines being used are as follows: record player, percepta matic, and tape recorder.

Record Player - The record player has been used primarily to expose the students to Walt Disney Story Records such as The Prince and the Pauper. This has developed an ability to listen and to some extent to retain for some students. The students were at times required to take notes and the results were fairly good.

Percepta Matic - This involves a flashing of words and phrases on a screen for students to recognize. There are reels for grades 2, 3, 5, and 6. The students have developed a newer and clearer memory concept, and have also improved their word attack skills.

Tape Recorder - The tape recorder has been used to tape lessons from the student's reading books. The children listen to the recording and follow along in their books. This does increase speed to a certain extent.

Language and Social Science

In this course the students are taught about the local community, citizenship, and general social science. In the language portion the students are taught the simple basic grammar needed to be of value to them. The purpose of the course is to familiarize the student with his immediate surroundings and teach him enough language so that he may communicate properly.

I. Citizenship

II. Word Study

III. Map Study
    A. U. S.
    B. State
    C. Country
    D. City

- IV. Sentence Structure
  - A. Capital letters
  - B. Punctuation
  - C. Verbs

- V. Letter Writing
  - A. Business
  - B. Friendly

- VI. Current Events

Arithmetic

The objective of this course is to teach the student the basic fundamental processes.

- I. Understanding, reading, and writing numbers

- II. Addition and subtraction
  - A. Zero in addition and subtraction
  - B. Carrying in addition
  - C. Borrowing in subtraction

- III. Geometric Figures

- IV. Multiplication and Division
  - A. Multiplication with carrying
  - B. Division with remainders
  - C. Problem solving
  - D. Estimating answers

- V. Fractions -- Groups II
  - A. Recognizing and reading simple fractions
  - B. Adding and subtracting simple fractions

- VI. Making, reading, and solving problems of daily living.

- VII. Measurement
  - A. Length
  - B. Liquid
  - C. Time

Pre-Vocational Training

This course introduces the student to the various types of occupations and what is expected of him as an employee.

The Individual:

I. Who Am I?
  A. Why is it important to be an individual?
  B. What is important to me?
  C. What are my interests?
  D. How do my decisions affect me?
  E. How can I improve myself?
  F. What are my goals? How can I achieve them?
  G. What do I have to offer to life?
  H. What does life have to offer me?

Qualities such as personality, character, and behavior were covered. It is hoped that the student learned how to cope with some of his problems and better understands his potentials.

Member of Society:

The second unit is designed to help the student better understand where he is now and where he will be in relation to his home, school, community, country, world, and economic structure. It is hoped that he, as a citizen, will learn his responsibilities and privileges.

An attempt is made to acquaint the student with better ways of dealing with his fellowman. This topic is stressed because it is one of the basic things our students need to learn.

Prospective Employer:

The third unit deals with the preparation and obtaining of a job.

I. What does it mean to work?

II. Why do people work?

III. Do I choose to work?

IV. What apptitudes and abilities do I possess?

V. How can I find a job?

VI. What are employers looking for?

Other topics discussed were interviews, application forms, birth certificates, work permits, work laws, and social security.

Also included in this unit is a job directory. This is an attempt to present to the students some job opportunities that are available to them.

The fourth topic will be The Employer. It will take up the attributes, responsibilities, and advantages of being a member of the working world.

Shop

In the junior high shop the main objective is to teach the various types of hand tools and their usage. This is really an introduction to shop and its related vocation.

I. Familiarization with the different kinds of shop

II. Working within the limits of available tools and materials

III. Familiarization and use of the seven basic hand tools

IV. Sabre Saw
    A. Proper use and care
    B. Safety

V. Power Sander
    A. Proper use and care
    B. Safety

VI. Introduction to basic diagram reading and drawing

VII. Introduction to basic radio

Health and Recreation

The health course teaches the students the benefits of good grooming, beneficial health habits, a modified study of the human body, proper boy-girl relations, and proper services to contact when ill health is suffered by a person.

The recreation course deals basically with activities that have a carry-over value into adult life. In this area we try to teach the retardate the proper use of leisure time. The activities that are taught are bowling, swimming, tennis, and individualized games. The students do enjoy team games also. A program of intramurals is conducted in basketball and softball. It is felt that it is most important to inform the students on how to enjoy their recreation time as a student and as an adult.

Arts and Crafts

This course serves as another form of recreation instruction. The students are encouraged to enjoy this course from the standpoint of hobbies for leisure time. There are certain vocational aspects of arts and crafts that could lead to remunerative employment.

Activities taught:

- Paper Mache
- Preparing loopers for rugs
- Individual Projects -- depending on ability -- wood inlay, checker boards, inlaid mosaic trays, mosaic trivets, reed and raffia basketry, thread craft, Christmas decorations
- Enamel on Copper
- Wood Inlay Pictures
- Basketry - Beginners and advanced
- Looms - warping - rugs -- place mats
- Thread Craft
- Inlaid Wood - pictures (individual)
- Inlaid Tile (individual)
- Ceramics - hand casting
- Wood Carving - (individual)
- Tile Trivet - (individual)
- Mosaics - flower boxes
- Christmas decorations
- Written, oral, and performance tests

Senior High

As was stated in the section entitled "Methods of Operation," in our senior high groups more and more emphasis is placed on vocational and job-training areas. As the need arises, the program is changed to better meet the needs of the students. The course of study in the senior high consists of:

Academic

Reading
Language
Social Science
Arithmetic

Vocational

Vocational Shop
Auto Servicing
Graphic Arts
Business Practice
Typing
Food Service and Sewing
Nurses' Aide
Driver Education
Arts and Crafts

Reading

In the reading program an effort is made to help each student become as proficient in reading as he is able. We hope to enable the student to reach the highest reading level that he is capable of attaining.

In the senior high reading program the students were screened to ascertain if they had a visual or hearing problem that might hinder their reading.

The classes were given the Iota Word Test and the Iowa Silent Reading Test to determine the levels of reading.

After these screening procedures were completed, the students were placed in groups and work was begun.

I. Physical Facilities Reading
    A. Reading Lab
        1. Desks arranged
        2. Bulletin boards prepared
    B. Relaxed Reading Area
        1. Radio
        2. Television
        3. Record player
        4. Recreational reading books

II. Reading Instruction
    A. Class grouped according to level
    B. Interests of students determined
    C. Why read
    D. Library trips planned
    E. Procedures and methods
        1. Used high interests book - easy reading
        2. Use of teaching aids
            a. Controlled reader
            b. Pacer
            c. Craig Reader
        3. Use of individual material
        4. Purpose of Library and how to use
        5. Working on increasing speed in reading

The preceding outline is the method that has been used for the past two years. We are now in the process of making a change that we feel will strengthen our reading program. Since the correlation between reading and language development is so great, we are in a sense combining these two areas in what we will term Functional Communication. There will be two distinct areas: Clinical reading and Communications.

FUNCTIONAL COMMUNICATIONS

Clinical Reading Program
Sequence:
1. Diagnosis of needs and problems.
2. Determining a plan of action.
3. Prescription education
4. Re-evaluation

Communications
Areas of Concentration:
1. Developing skill in using words.
2. Job-related communications.
3. Advanced communications.

The chart on Page 24 gives the reader an idea of the breakdown of the two areas.

Following is the planned program of operation for our Clinical Reading Program:

Purposes -

Individual instruction of student
  Handling his own special problem (content)
  Working at his own rate of speed
  Specialization of techniques

Co-ordination of
  Skills and concepts of reading
  Reading and other subjects
  Eye movement and other individual functions

Intensifying instruction by special
  Techniques
  Teaching methods
  Concepts
  Equipment

Functions -

Teaching methods
  Phonics - basic to learning the language
  Context - figuring out words from known words in sentence
  Configuration - use with known words to increase reading speed
  Comprehensive reading - toward a specific student interest, on his own or a slightly higher level. (If interest is high, the slightly higher level won't be any problem.)

Techniques
  Increasing reading speed
  Taped "read alongs" - oral reading, pronunciation
  Games with specific goals words with fill-in spaces, phonics, spelling word bingo, word recognition, scrambled words,

Equipment
  Tachistiscope
  Teaching machines
  Tape recorder, tapes
  Commercial and teacher-made games

sentence construction,
mystery clues,
descriptive words

Silent reading
- Goal-oriented, to learn specifics
  (can fill in question sheet, summarize, report, or do project)

Free reading - should be initiated in regular intervals (lik- once a week) in class, then worked into student responsibility for "free time." (THIS IS THE ONLY READING FOR READING'S SAKE.)

Principles -

Reading is only useful as a tool, a means to gaining other knowledge.
Words tell you things, so there is a need to learn to read.
Groups of words can be combined and mixed to get ideas.
Interest is the key to teaching reading.
Reading can be taught to individuals, either singly or in groups.

Research Design -

The initial step in developing the research is to test and group the students according to reading ability and achievement level. Groups can be split so that different factors can be used on similar levels.

Some of the possible patterns might be:

Phonics - Encoding
Free reading - Goal-oriented reading
Reading through games - teaching machines
Only a limited number of students should be included in the research effort until the program is developed.

Language Development

In our language development course we were primarily interested in teaching the student to write correctly, to spell, and to speak distinctly so that he would be understood. Following is the course outline that has been used:

I. Handwriting
  A. Developing letter formations

  B. Increasing neatness in writing

  C. Accuracy in copying and dictation

  D. Comparing work to show improvement

II. Capitalization
  A. Start of a sentence

  B. Proper names

  C. Days, months, holidays, states, etc.

III. Punctuation
  A. Periods

  B. Question marks

  C. Exclamation marks

  D. Commas

IV. Letters
  A. Friendly letter
    1. Purpose
    2. Form
    3. Content

  B. Business letter
    1. Purpose
    2. Form
    3. Content

  C. Others
    1. Letter of request
    2. Letter of invitation
    3. Letter seeking information

  D. Addressing envelopes

V. Dictionary
   A. Alphabetical order

   B. Guide order or words

   C. Pronunciation

   D. Definitions

VI. Vocabulary
   A. Spelling of words

   B. Meaning of words in daily usage

   C. Usage in sentences

VII. Library
   A. What the Library contains

   B. Acquiring Library cards

   C. Finding and checking out books

   D. Returning books

   E. Card catalogue

VIII. Social Security Forms
   A. Purpose of social security

   B. Studying the security form

   C. Filling out security blanks

This course has been adequate, but it is felt that by making a change it can be improved. Therefore, we are going to instigate the following course which we have called Communication.

Developing skill in using words:
- Receptive
  - Spoken
  - Written
- Expressive
  - Spoken
  - Written

Job-Related Communications (Best suited to Sec. 2 students & Sec. 3 students who are not yet placed on a job.)

Interview skills
Applications
Personal resumé
Employment tests

Advanced Communications (Best suited to advanced readers in Sec. 2 & 3)

Working on individual, long-range projects
e.g.
Director of available jobs
Advice for interviews
A research or term paper
Survey of student interests, etc.
Yearbook
School newspaper
Individual reports
Selective reading
Group projects (some of the above would apply)

The communication course will embody all of the elements of our language development course plus a developmental reading program that will correlate with the activities of the communication course.

We feel that by making the change that has been mentioned we will strengthen our reading program and our language development. The students will benefit from these changes as they are a direct outgrowth of the student's needs.

We are operating on the premise that no course is static and as changes need to be made for the benefit of the students, these changes should be embodied in the program as soon as possible. This is the only way that one can benefit the student's individual need. It cannot be done in a preconceived program that does not allow for innovations and changes.

Arithmetic

In arithmetic we try to teach the students the basic arithmetic foundations which every person needs to know: addition, subtraction, multiplication, and division.

As these basic fundamentals are learned, the student then progresses into more difficult problems that they will run into in everyday life. The course is so structured that the teacher uses units to teach the students measurement, time, banking, budgeting, and practical application of arithmetic. Again, we use a large number of audio-visual equipment. The greatest asset in this particular course is the tape recorder and the overhead projector. The teacher tapes the lessons; the student is able to listen on the tape recorder and follow the examples on a pre-prepared sheet. This proved to be of tremendous value and gave the teacher an opportunity to provide individual attention to the other students in the class.

We also found it was necessary to prepare our own material because most of the arithmetic books that were available would not meet the needs of the individual students. The teacher in this course, therefore, prepared her own materials; and we have at the present time nine workbooks for our own particular students.

Each level of instruction has been based on an individual level with the exception of the instruction in income tax.

I. Fundamental Process of Math.
    A. Addition - simple addition through more complex addition with carrying.

    B. Subtraction - ranging from simple subtraction without regrouping to more complex subtraction with regrouping.

    C. Multiplication - ranging from one-place multiplier without carrying to three-place multiplier with carrying.

    D. Division - ranging from simple, even division with three-place divisors.

    F. Decimals - addition, subtraction, multiplication, and division with decimals.

II. Measurement
    A. Linear - Dealing with 1/16, 1/8, 1/4, 1/2, and the inch.

III. Money
    A. Recognizing coins, counting money, and being able to write amounts of money.

    B. Adding sums of money

- C. Per Cent - Meaning of per cent
    - 1. Ability to figure sales tax
    - 2. Determining discounts
    - 3. Determining amount of interest
        - a. Interest from savings account
        - b. Interest paid on loans

IV. Budget
- A. Family budget
- B. Personal budget
- C. Buying on the installment plan
- D. Mortgages

V. Income Tax
- A. What is income tax?
- B. What is withholding tax?
- C. Understanding a W-2 Form.
- D. Who must file an income tax return?

VI. Banking
- A. Checking accounts
- B. Saving accounts
- C. Understanding a Christmas Fund
- D. Borrowing from the bank
- E. Using a safety deposit box

Social Science or Social Competence

In this course we were primarily interested in teaching the students the things they need to know about their community, city, county, and state.

We did not dealve too deeply into historical facts or into historical backgrounds. We tried to place the student in his surroundings so that he would be familiar with what goes on in everyday life. In this class a large number of audio-visual devices were used. As we progressed in this course, we determined that there was tremendous need for teaching some of the basic social graces and also to teach the students how to get along with each other, fellow employees, and employer. We changed this course from one of social science to one of social competence and emphasized areas such as table manners, politeness, the proper way to conduct oneself in an interview, basic fundamental actions or interactions with other people, and tried to solve problems that arose in the school and in other places by discussing them within the confines of this class.

I. Local Industry

II. Meaning of Democracy

III. City Government
    A. Local elections - voting
        1. Mayor
        2. Board of Aldermen
            Film Strip

    B. Departments
        1. Police Department
            a. Patrol Division
            b. Traffic Division
            c. Detective and Identification Division
                Lectures by two policemen
                Film Strip
        2. Fire Department
                Lectures by two firemen
                Film Strip
        3. Public Works Department
            a. Street Division
            b. Water and Sewer Division
            c. Sanitation Division
            d. Inspections Division

IV. Citizenship
    A. Study of Basic Citizenship Words

    B. Citizenship Begins in the Home

    C. How to be a Good Citizen in the Home
        1. Co-operation

2. Respect for family
3. Assume responsibilities
4. Share with other members of the family
5. Be kind

D. How to be a Good Citizen in the Community
   1. Support community activities
   2. Obey the laws
   3. Vote
   4. Keep property in good condition

E. History of Our Nation
   1. Placed states and Capitols on map
   2. The discovery of America
   3. Listed explorers
   4. Sir Walter Raleigh's Lost Colony
   5. The settlement of Jamestown
      Film - American Indians
   6. The story of the Pilgrims
   7. The First Thanksgiving
   8. Thirteen original colonies placed on map
   9. The Declaration of Independence
      Film on Declaration of Independence
      Film on Revolutionary War

Shop

In the senior high shop the students have been instructed in the proper use of power tools. The students in the shop classes are used to take care of maintenance problems in the building. The students also construct many items to be used in the program. This is a good basic course that gives a student an opportunity to explore the various areas that have an employable significance.

1st Month
1 - Introduction to shop
2 -
3 - Hand tools
4 -
2nd Month
1 - Safety in shop
2 - Selection of crews (clean-up, shop, foreman, electricity)
3 -
4 - General shop test 1st G.P.

3rd Month
1 - Ruler
2 - Safety around tools
3 -
4 - Machines

4th Month
1 -
2 - Machines
3 -
4 - 1st Project

5th Month
1 -
2 1st Project
3 - Review
4 - General Shop Test 2nd G.P.

6th Month
1 - Review of shop tools
2 -
3 - Painting
4 - General shop and start of 2nd Project

7th Month
1 -
2 - 2nd Project
3 -
4 - Review & general shop test 3rd G.P.

8th Month
1 - Ruler
2 - Safety in shop
3 - Shop work
4 - Start of wood lathe

9th Month
1 -
2 - Wood lathe
3 - Review
4 - Final test no. 4th G.P.

Note: Approximately 1/2 of a student's shop time has been in maintenance work around the school.

Home Economics

Originally, the home economics class was handled by only one instructor; but it was found that the teacher could not do an adequate job with the classes. The second home economics teacher was added, and the course divided into junior and senior high portions.

In the junior high school the girls took only sewing and were taught all the fundamentals of sewing-- hand-sewing and machine-sewing.

In the senior high program the girls were primarily taught food services and those things basic to work in the cafeteria or short-order establishment. They were taught child care and general housekeeping.

We found that this situation was not adequate, so in the fall of 1967, we will instigate a change in the home economics department; and the senior high girls will take the cooking and child care and general housekeeping portion of the course for a half a year, and the junior high girls will take sewing for half a year. At the end of this time, the two will switch; and the senior high girls will take sewing, and the junior high school girls will take cooking. The course will be so structured that as the student progresses from year to year, the work will become more difficult and the areas covered will become more specialized so that by the time a girl has reached the last year in the program, she will be able to work specifically in an area such as cooking, waitress, those areas of food service that would be necessary for one to have if they worked in a restaurant or cafeteria. We will cover child care so that a student would be able to function in a day school or kindergarten and general housekeeping work that would prepare a student for work in a motel, hotel, or in a private home.

Clothing - personal appearance and clothing construction - simple construction for most, and more advanced for the ones who are ready for it. Made curtains for three offices and the home economics room.

Family Economics - integrated with all units.

Family Relations - being a good family member - getting along with others - dating and going steady.

Health - Integrated with all units.

Commercial Areas

In our commercial areas we teach typing and a course called business practice.

In typing the students start out learning to operate the machines and progress at their own rate of speed as far as they can go. Many of the students will have had as much as three years typing when they have completed our course.

Of course, we know that our students will never be a finished typist; but they will be able to do copy work in various types of offices or positions. We have added in the typing class two Varitype Composing Machines, and those students that are most proficient in typing are encouraged to train on these machines, as the placement possibilities for trained operators for these Composing Machines is very great. This, of course, correlates quite highly with our graphic arts course, or printing course; and the student is also encouraged to take the graphic arts course to supplement the training of the Varityper.

In the business practice course the students are taught to operate simple ten-key adding machines and how to use a cash register, how to make change, how to stock orders, how to do simple inventories, how to do simple filing, and any other simple functions that would provide them with the ability to operate in a small business.

Typing:

I. The Typewriter
   A. Its parts and their uses

   B. The alphabet and punctuation keys

   C. Skill development, number keys, centering, and operating efficiencies.

   D. Skill improvement, manuscript display, and basic correspondence.

   E. Skill improvement, basic tables, one-page manuscripts.

Business Practice:

I. Business Behavior
  A. Success

  B. Human Relations

  C. Business Psychology in Selling

  D. Trait Training

II. Typing
  A. Operational Parts of the Typewriter

  B. Building of Speed and Accuracy on Straight Copy

III. Business Machines
  A. Ten-key Adding Machine

  B. Chemical Duplicator

  C. Stencil Duplicator

  D. Copying Process

IV. Filing
  A. Definition

  B. Rules of Alphabetical, Subject, Chronological, Numerical and Geographical Filing

V. Projects in Retail Jewelry Stores and Grocery Stores
  A. Filling Out Sales Slips

  B. Making Account Cards

  C. Making Index Cards

  D. Making Account Receivable Schedules

  E. Figuring Federal Sales Taxes and Carrying Charges on Budget Accounts

Nurses' Aide

Our nurses' aide course has been one of our most successful areas of training. We have had a registered nurse for an instructor and have been able to use the facilities of the Medicenter here in Winston-Salem as a training area for an on-the-job portion of the program.

The placement of the trained students has been very good. We have been able to train both boys and girls in this area, and it is of vast interest to the students.

Basically, the nurses' aide course is similar to that taught at many of the Rehabilitation Centers with modifications to fit the needs of the particular students that are enrolled in our school.

I. Basic Fundamentals of Nurses' Aide

II. Classroom Practice of Procedures

III. On-Job Training at Medical Center

Auto Servicing

An auto servicing course was added in the second year of the program. In this course the students learn the various aspects of taking care of an automobile that would be entailed in the work in a service station; also some simple and basic mechanics are taught so that if a student has the ability and capabilities of being a mechanic, he may pursue this at some other source of training.

The auto service course has proven to be of tremendous interest to many of the boys. There is also correlation between this course and our course in printing, or graphic arts. Many of the boys that take auto servicing also take the printing course. The training that they receive in the course carries over into the printing course enabling them to make simple adjustments on the printing devices. Within this training situation the students develop some mechanical ability for taking care of the simple service jobs that may arise with the printing equipment.

Graphic Arts

A graphic arts course was added late in the second year of the project and has proven to be of tremendous interest to the students. We have had very good success in the placement of students with some of the local print shops and other organizations in town who do their own printing.

In this course the student is taught primarily to operate a 1250 Addressograph-Multigraph Printing Machine or Multilith Press. The student, as he progresses from one year to the next in the program, is taught more and more areas of graphic arts.

A Robertson camera is available and those students that show the ability and capabilities are taught how to strip and opaque the negatives, and how to make metal plates as well as paper masters for use on the Multilith Machine. The students in this course also are taught how to collate and to bind the materials after they have been prepared.

Also available for use in this course is a Haloid Zerox Camera and developing outfit for making masters to be used on the Multilith Machine also. This is a different process from the other camera work and gives the student a more varied amount of training. The students are also taught padding and a small manual cutter is available to teach the students how to cut the pads into the proper sizes.

This program of training seems to be one of our best areas, and we hope to develop it more and more as it is not only an asset for training but is an asset to us in the development of our own materials to use within the Center.

I. First Year
   A. Operation of Presses
      1. 1250 Multilith
      2. Model 80 and 85 Multilith

   B. Collating and Binding

   C. Padding and Cutting

II. Second Year
   A. Operation of Presses

    B. Collating and Binding
    C. Padding and Cutting
    D. Opaquing Negatives
    E. Stripping Negatives

III. Third Year
    A. Operation of Presses
    B. Collating and Binding
    C. Padding and Cutting
    D. Opaquing Negatives
    E. Stripping Negatives
    F. Camera Work and Developing
    G. Plate Making

Driver Education

In the driver education course the students were taught those rules of the road and necessary practices to prepare them for passing the state drivers' license examination.

This course has been of tremendous value to the students, as we were able to scale it down and teach them on their level of learning. Of course, when they took the driver examination, they were administered the same test as that given to any other prospective driver within the State of North Carolina.

We have taught the requirements for driver education as set up by the State of North Carolina. This has been done mainly by lecture and pupil recitation.

Driver education is a course that is really wanted. While there has been no more outside study required in this course than other courses offered at Central, there perhaps has been less trouble in getting them to study. This has been because of such high interest and desire to learn to drive.

Along with lectures, films have been shown on driver education. The instructor has introduced aids from oil companies, American Automobile Association, and Western Electric. We have given 12 self-made tests and give a final test at the end of each in-car group period. The importance of right attitudes and determination to be a good driver have been emphasized.

Two textbooks have been used for this course: Traffic Law and Highway Safety published by The Department of Motor Vehicles, State of North Carolina, and Man and the Motor Car, published by Prentice Hall, New York. We have made up a number of study and worksheets that have been of value in getting the subject across to the students. It is planned to organize these worksheets into a workbook to be used by instructor and students.

The State of North Carolina has set up requirements that a student complete an approved course in driver education of at least 30 hours of classroom instruction, 6 hours of behind the wheel instruction and practical driving, and 18 hours in-car training.

At present we have set up as requirements that a student attend at least 60 hours in the classroom. Above this he must spend 30 hours in the car; ten of these 30 hours must be under the wheel.

While some that have had the textbook course may not function so as to pass the in-car part, it is felt they will at least make better pedestrians by having had the course.

Arts and Crafts

An arts and crafts course is part of our program to provide the student with an area of relaxation and also a place in which their fundamental talent may be brought out.

We have found that properly nurtured, the so-called mentally retarded student has tremendous creative ability if given an opportunity to express this ability. Fortunately, we have a very good senior high arts and crafts teacher; and she has been able to elicit the utmost of creative ability from the students that signed up for her particular course.

The arts and crafts course, basically, is not a vocational area; but there is the possibility that some student may develop a talent which would lead to a vocational placement. The primary purpose of this course is to let the student have an outlet for their creative talents and to develop whatever creative talents the student may have.

Paper Mache
Preparing loopers for rugs
Individual Projects -- depending on ability -- wood inlay checker boards, inlaid mosaic trays, mosaic trivets, reed and raffia basketry, thread craft, Christmas decorations

Enamel on Copper
Wood Inlay Pictures
Basketry - Beginners and advanced
Looms - warping - rugs - place mats
Thread Craft
Inlaid Tile (Individual)
Inlaid Wood - pictures (Individual)
Ceramics - hand formed
Ceramics - slip casting
Wood Carving - (Individual)
Tile Trivet (Individual)
Mosaics - flower boxes
Christmas - decorations
Written, oral, and performance tests

In-School Work Experience Program

In a school program which has as its goal the placement of students in off-campus jobs, some stepping stone is required between the classroom and that job. In-School Work Experience has been designed to fit this purpose. In this program a student is selected for a position which seems to suit him. He is presented with the choice of accepting or rejecting the offer of the job. If he accepts, he signs a contract for a period of three weeks. At the end of this period either the student or the supervisor may decline to renew the contract.

No pay is offered for work in this program. The students are rated on a checklist designed for use for off-campus jobs, and are given a grade as they would for any other subject.

The students work under the direct supervision of a teacher or member of the non-teaching staff. The type of work in this program includes areas in the cafeteria: Cook's helper, cafeteria aide, waiter, and waitress; Clerical jobs: Office assistant and typist; Special Assistants: Teacher aides and Library assistant.

Duties

Cafeteria:

Cook's Helper - Assist in the preparation and serving of food in the school cafeteria.
Cafeteria Aide - Boys-manage the dishwasher; girls-clean tables.
Waiter and Waitress - Serve tables in Teachers' Dining Room.

Clerical:

Office Assistant - Answer phone, use spirit duplicator, run errands.
Typist - Types menu for cafeteria and odd jobs for teachers.

Special Assistants:

Teacher Aides - Correct papers, make materials, help individuals.
Library Assistant - Repair books, dusting and straightening of Library, shelving and labelling books under close supervision.

VOCATIONA EHABILITATION, THE CATALYST

In a co-operative program such as this, Vocational Rehabilitation is the catalyst or agent that makes it work. Through the Vocational Rehabilitation staff, many benefits are provided the students that would not come to them in a regular school program. The student-clients are provided fringe benefits, so to speak, that make the training program worthwhile. When a student reaches the point where he becomes a Vocational Rehabilitation client, a doorway is opened for him that can lead to gainful employment, additional training at a more advanced training unit, physical benefits to help overcome a handicap such as hearing difficulty, sight problems, ambulatory problems, and even assistance in setting himself up in business, if the case warrants it.

In the first year of the program there were 182 future clients. Of these, 147 actually became active clients when they reached the age of 15. At the end of the first year, 28 student-clients were graduated and most of them were placed in gainful job situations.

The number of prospective student-clients increased during the second year, and 249 were enrolled in the Center. The increase in number was made possible because the school system moved all of the regular students out of the building and turned all of the facilities over to the Center At the end of this second year, 42 student-clients were graduated and moved into job situations. Although the students complete their formal training at the Center, they are able to return for specific training in a vocational area and to avail themselves of the Vocational Rehabilitation services. In the fall of 1967, an enrollment of 306 prospective clients is expected. This is a increase of 124 students in two years. With this enrollment we will have reached our saturation point in this particular building, but the school syste assures us that in the immediate future we will be moved into larger facilitie

Earlier in this report, the staff was listed and a brief resumé given of their duties. In this portion we will confine our remarks to only three of these staff members: the counselor, the work evaluator, and the job placement specialist.

The Rehabilitation Counselor's role in a co-operative program is somewhat different from that of a regular counselor. The counselor in a co-operative program is not only responsible for getting a client processed with Vocational Rehabilitation, but he must help the student-client determin a course of study that will lead to job training or job placement. The counselor, through interviews with the student-client, determines the area or areas of interest and then passes this information along to the work evaluator. After the work evaluator compiles the evaluation, the information is returned to the counselor. The counselor then contacts the job placement specialist to determine what might be available for the student-client. Once the client is placed, the counselor must follow up to see what further training or assistance is necessary.

In the co-operative program the work evaluator must determine what the client is best suited for. In this particular program the work evaluator uses a number of techniques to arrive at a recommendation. Numerous aptitude tests are administered. Written and oral tests are used. In some cases the student's ability to read would not allow them to take the written test. In order to administer the test the work evaluator recorded it, and the student could take the test from a tape. The work evaluator used the faculty members as a source of information to add to the knowledge being accumulated about the student. Observation of the student's performance in a particular skill provided further data. Once all of the pieces were pulled together, the work evaluator could make a report to the counselor recommending an area or areas of job try-out or placement.

The job placement specialist, after consultation with the counselor and work evaluator, places the student in a job try-out or job-training situation. The placement specialist maintains contact with the client and the employer to determine whether there is a need for further training or if there are certain areas that need to be strengthened.

The major factor that leads to successful placement of a student-client is team-work. The close co-operation between the Vocational Rehabilitation staff and the teaching staff is the factor that makes the program a success. Without this close co-operation, there would be no correlation in the program between the two groups. The success of this program stems from the co-operative efforts of all concerned.

RESULTS

We, the staff, at the Center feel that there have been numerous results from the program that has been offered during the past two school years. We are quick to admit that many of the things that have been successful for us would not necessarily work in another unit or situation. We do feel that some of the things we have done will be beneficial to others or at least will provide them with ideas that may be nurtured and developed. All programs such as ours and the many others throughout the country are successful when you look at them from the standpoint of what they do for the individual student.

The program at Central is a centralized one; by this we mean that the majority, not all, because our facilities are limited, of the junior and senior high age mental retardates attend the school. There are those that say a satellite program is better; likewise, there are those that say a centralized program is better. We do not wish to argue the pros and cons of this. We only know that for us the program has been a success. The students in the program have shown much growth in personality and self-confidence. We feel that this is because they are attending a school that is theirs; they are not in the minority. The classrooms are all equal and they do not, as in many cases, occupy the least desirable room in the building. The students all have problems, not alike, but problems, so they are not different. They are not subjected to ridicule by so-called "normal" students. The students have developed school pride and are proud to say they attend Central School. An effort has been made to incorporate all the aspects of a regular school into our program, student government, class rings, graduation, intramural sports, and eventually, a year book. The results then of centralization have been the development of self-confident, successful students.

In our course of instruction we have had some results that we feel are note worthy. We do not use any commercially prepared materials, but each instructor prepares the material for the course that they teach. We have found that by doing this the instructor is able to tailor the material to the student and the student's individual need. We have been most successful in arithmetic, language, typing, business practice, and social science using our own material. Here again, let us say that the materials prepared by our teachers would not necessarily be successful in another situation. It is felt that the best results can be obtained in a given situation if the materials are prepared for a specific setting. We are willing to share the materials that we have made but do not feel that they would be as successful as those prepared by the teachers to fit their need in their own situation.

Reading is the one area in which we do use some commercially prepared material. We do make some materials to use in the reading class. One of the most successful items is a reproduction of the Driver Training Handbook published by the State. We have reproduced a few of the chapters and have found that the students really work at reading this.

In a sense the results that we have obtained could be called intangible because it is difficult to specifically state that certain things have taken place. We do know that learning is taking place in our program, but it is probably too early to pinpoint the reason. It could be the material, the teaching of the student at his level, or it could be a combination of all things that take place in the program.

Incentive is a major factor in learning, and we have a great incentive factor in our program - eventual successful employment. The students know that we are interested in helping them to obtain employment. The majority of the students strive hard to improve and learn so that they may be placed upon a job. We have had very good results with our job-placement program, and the students are benefitting from it.

Earlier an explanation of our system of grouping was given. We feel that as a result of this type of grouping we have eliminated a number of social problems. The students of equal age seem to get along better than they do when there is a large-age space in the section. The students grouped by age have more common problems and can resolve them better when they are with their peers. We have had very little difficulty in instructing the students at their level of attainment. Here again, we feel that because of our grouping there is no embarrassment or resentment on the part of the student because of his ability to learn because there are other students his age with the same problems.

It has been found in our program that the retardate has a greater ability to learn than was thought possible. We are constantly challenging the students to do more and more. The majority of the students accept this challenge and in the process stretch their ability to learn. If one gives them the opportunity, the time, and proper instruction their ability to learn is expanded. Here again, we do not have tangible, statistical evidence to back this up. Eventually, we will have; but in two years time, the proper statistics, and factual information cannot be obtained. The sampling has been too small. We do know from individual incidents that retardates can learn if given the chance.

One of the most gratifying results of the program is its expansion to cover all physically handicapped students in the school system. Mr.

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Corbett Reedy, Regional Director of Area III felt that the program we had made warranted a change from a Research and Development Project to a program funded by Section II Funds of the Vocational Rehabilitation Act. It was felt by Mr. Reedy and his staff that because of the results achieved we should not complete our grant period of three years; so in May, 1967, we changed over to Section II. This change means that we will be able to offer services to approximately 1,700 students in the school system. Some of these will come to the Center, and others will be serviced in their home school.

Simply stated then, the results of this program are:

1. Development of pride and self confidence.
2. Learning taking place because of materials and method.
3. Incentive to learn developed because of possible employment.
4. ✓ Higher ability to learn if provided opportunity.
5. Successful placement in jobs.
6. Development of a more worthwhile and contributing citizen.
7. Expansion to include all physically handicapped.

Again, it is repeated, those connected with the Center feel that results have been good and will continue to be better as we grow.

SUMMARY

The Central Education-Rehabilitation Center is a co-operative program jointly sponsored by the Division of Vocational Rehabilitation and the Winston-Salem/Forsyth County School System. The program is for mentally retarded students whose intelligence quotient falls in the range of 60 to 84. In compliance with the proposal, a few students whose I.Q. falls in the range of 84 to 90 were admitted. These students were termed MSB students, those that had gained the maximum school benefits from the school they were attending. The student population from which our student-clients come is about 48,000. In the program at present we are operating at capacity for the building we are in. Sometime in the near future we will move into a larger building and should have a student body of about 1,300.

The program at the Center is one for junior and senior high age mental retardates. It is a program designed to offer the student a scholastic and vocational training program geared to his level. Everything has been done to make the program meet the needs of the student.

The students are tested before being referred to the Center, either by the psychometrist on the staff or by the psychologist from the school system. The students upon entering the Center are grouped according to ages and taught at their level of attainment. When coming to the Center, the student-client is placed with a counselor for briefing and counseling. The social worker prepares a social history on the student for the benefit of the counselor and other staff members. Once the student-client has been officially enrolled he begins a course of study according to his grouping. The course of study is divided into two areas: junior high and senior high.

Junior High

The junior high is divided into three sections. These sections are grouped according to age: Section I, 13-14; Section II, 14-15; Section III, 15-16. The students in Section I operate under a base teacher for the majority of the school day. The boys change classes for shop, the girls for home economics. Both girls and boys change for arts and crafts. In Section II the students change for shop, home conomics, arithmetic, and pre-vocational training. In Section III the students change for all classes. We have found that this period of orientation is necessary because of the students' inability to cope with class changes at the beginning of junior high.

The junior high students follow the following course of study:

Academic	Vocational
Reading	Shop
Arithmetic	Home Economics
Language and Social Studies	Pre-Vocational Training
Health and Recreation	

Senior High

The senior high students are grouped by age into three sections: Section I, 16-17; Section II, 17-18; and Section III, 18 and up. In Section I the students are required to take reading, arithmetic, language (communication), and social competence. They may then select three vocational areas. In Section II the student must take reading, arithmetic, and language (communication); they may take four vocational areas. In the III Section the students are required to take reading and arithmetic. If a student, in the opinion of the teacher, is capable enough in either reading or arithmetic they are allowed to take an additional vocational area. In the III Section the students may take five or six vocational areas or be placed out in a job training situation.

The course of study for the senior high is:

Academic	Vocational
Reading	Shop
Arithmetic	Home Economics
Language (Communications)	Graphics
Social Competence	Typing
	Business Practice
	Auto Servicing
	Nurses' Aide

Driver Education

Arts and Crafts

In working with the students at the Center we have found that by grouping them by age with their peers and working with them on their level, many problems have been eliminated. Being with their own age group helps the student socially. The enigma of not knowing something and being out done by a younger student is eliminated.

Having the students in a school of their own has been of great value to the students. Their personalities have had a chance to grow. The smallness of the groups and the almost individualized attention has given the students an opportunity to grow beyond their normal expectation in regard to learning ability.

A grading system devised to meet the needs of the special education students has been adopted. This grading system is based upon achievement, effort, and personal traits. The students are graded A, B, C, D, and F; of course, these grades do not represent Carnegie Units but the student's efforts at this school.

We have learned that the retardate is slow in learning but is not different from other students his age in other aspects.

Basing our judgement on the success here, we would recommend a co-operative program similar to ours in one school. The teachers in this school must prepare their own materials to meet the needs of their students. We do not feel that materials prepared for one specific group would necessarily work in another section of the country or in another area of the state. The materials would have to be indigenous to the area in which the school was located.

We feel that our program has been successful. It is being expanded to include all physically handicapped pupils in the system. Eventually, we hope to have a building large enough to house all those that should be attending the Center.

We will welcome all visitation and inquiries regarding our program. We will share with anyone interested our experience during the past two years.

For Further Information Write:

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Central Education-Rehabilitation Center
1000 South Church Street
Winston-Salem, North Carolina 27101

or

A. Buford Caudle, Vocational Supervisor
Central Education-Rehabilitation Center
Drawer R
Winston-Salem, North Carolina 27108

APPENDIX

AUDIO-VISUAL EQUIPMENT USED

Craig Reading Machine

Filmstrip Projector
- EDL Controlled Reader
- Standard
- Viewlex

Language Master

8 mm Motion Picture Projector

16 mm Motion Picture Projector
- Bell & Howell
- RCA

Opaque Projector

Overhead Projector
- Beseler
- 3m Projector

Percepta-Matic Reading Machine

Record Players

Scroll Master

Tape Recorders
- Rheem-Califone
  - Single Track
  - Dual Track
- Wollensak

Technicolor 8 mm Cartridge Projector

EVALUATION TOOLS

JOB ANALYSIS FORM

Name of Job:

Name of Firm:

Address:

Employer:	Personnel Mgr.:	Superv.:
Phone:	Phone:	Phone:

Steps in Operation:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Abilities Required:
1.
2.
3.
4.
5.

Watch Out For:
1.
2.
3.
4.
5.

JAF 2

Working Situation:
( ) Alone, supervised ( ) Alone, independent ( ) With Others
( ) Outdoors ( ) Indoors _____ Floor

Working Hours:
____: ____ to ____: ____
Meals ________________ ( ) Included ( ) Not Included by hours

Means of Transportation ____________________

Meals ____________________

Salary ____________________

Other Observations:

CENTRAL SCHOOL
GRADING AND MERIT RATINGS

I. Purposes of grading and merit ratings
   A. To give an accurate indication of the student's performance in each particular class
      1. So the student has an objective idea of his performance
      2. So the parent can see what the student has accomplished
      3. So the teachers and staff can have an accurate and objective measure of the student's in-class performance, for purposes of:
         a. Measuring past performance
         b. Planning future materials for learning experiences
         c. Evaluating work potential and job readiness

   B. To create a healthy competitive atmosphere
      1. In which each student can attempt to better his previous scores
      2. To give prestige and honor to our top students

   C. To provide material for research and eventual justification of this project

II. Principles
   A. AN OBJECTIVE RATING OF STUDENTS IS NECESSARY, BUT CANNOT EXIST EFFECTIVELY ALONE.

      THEREFORE: The merits and grades are based on both objective and subjective measures: Achievement, Effort, and Personal Qualities, each given equal weight and value.

   B. GRADES ARE EFFECTIVE ONLY WHEN MEANINGFUL TO THE STUDENT.

      THEREFORE: The grades assigned are: A, B, C, D, F, the grades commonly used in a school setting, and all students are measured in the same way in all their classes.

   C. GRADES EARNED BY SPECIAL EDUCATION STUDENTS SHOULD BE ASSIGNED ACCORDING TO THE STUDENT'S INDIVIDUAL LEVEL OF PERFORMANCE IN EACH AREA.

      THEREFORE: Even the Achievement grades are derived from tests which are designed especially for these students. Both Effort and Personal Qualities are measures of the individual student, as he compares with what is expected of him, not as he compares with other students.

D. IN ORDER TO BE EFFECTIVE AND ACCURATE, MEASURES OF THE STUDENT MUST BE BASED ENTIRELY ON THE STUDENT'S PERFORMANCE IN EACH PARTICULAR CLASS, WITHOUT CONSIDERATION OF HIS PERFORMANCE IN ANY OTHER ASPECT OF SCHOOL.

THEREFORE: Each teacher rates each student independently according to his work, effort, and behavior in that particular class.

III. Outline of mechanics of ratings
  A. Factors considered:
    1. Achievement
    2. Effort
    3. Personal Qualities

  B. Achievement
    1. Definition: One's performance as a result of training.
    2. Method of measure:
      a. Objectively
      b. Two tests
        (1) One (thirty-five questions) at mid-term
          (a) 15 multiple choice
          (b) 5 true or false
          (c) 10 matching
          (d) 5 short answer
        (2) One (sixty-five questions) test at end of report period
          (a) 25 multiple choice
          (b) 10 true or false
          (c) 20 matching
          (d) 10 short answer
      c. Meanings of resulting scores
        (1) Mid-term test - see table 1.
        (2) End-of-term test - see table 2.
        (3) Total of two tests - number right equals the percentage
        (4) Letter grades can be assigned to the above percentages according to table 3.

:

Personal Qualities

(1) Definition: those traits desirable for students and potential employees

(2) Method of measure subjective checklist, rated + or - , given one point for each +.
  - (a) Neat appearance
  - (b) Health habits
  - (c) Communication
  - (d) Dependability
  - (e) Honesty
  - (f) Courtesy
  - (g) Co-operation
  - (h) Social participation
  - (i) Citizenship
  - (j) Goals and Ambitions

(3) Justification:
  - (a) These Personal Qualities are considered to be free of contamination of physical handicaps or learned information.
  - (b) Personal Qualities are the single MOST important factor relating to job placement.

Achievement	Effort	Personal Qualities	Merit Points	Grade	Conduct
90–100	Excellent	Neat appearance	10	A	S
80 –89		Health Habits	9	B	S
70–79	Good	Communication	8		
60–69		Dependability	7	C	S
50–59	Average	Honesty	6		
40–49		Courtesy	5		S
30–39	Below Average	Cooperation	4	D	
20–29		Social Participation	3		
10–19	Poor	Citizenship	2	F	N
0–9		Goals and ambitions	1		

CONVERSION TABLE FOR 35 QUESTION TEST
TABLE #1

Points	Percentage
35	100
34	97
33	94
32	91
31	88
30	86
29	83
28	80
27	77
26	74
25	71
24	68
23	66
22	63
21	60
20	57
19	54
18	51
17	48
16	46
15	43
14	40
13	37
12	34
11	31
10	28
9	26
8	23
7	20
6	17
5	14
4	11
3	8
2	6
1	3

CONVERSION TABLE FOR 65 QUESTION TEST
TABLE #2

Points	Percentage	Points	Percentage
65	100	29	45
64	98	28	43
63	97	27	42
62	95	26	40
61	94	25	38
60	93	24	37
59	91	23	35
58	89	22	34
57	88	21	32
56	86	20	31
55	85	19	29
54	83	18	28
53	82	17	26
52	80	16	25
51	78	15	23
50	77	14	22
49	75	13	20
48	74	12	18
47	72	11	17
46	71	10	15
45	69	9	14
44	68	8	12
43	66	7	11
42	65	6	9
41	63	5	8
40	62	4	6
39	60	3	5
38	58	2	3
37	57	1	2
36	55		
35	54		
34	52		
33	51		
32	49		
31	48		
30	46		

CONVERSION TABLE FOR PERCENTAGES
TABLE #3

90 - 100	A
70 - 89	B
30 - 69	C
10 - 29	D
0 - 9	F

VOCATIONAL ACHIEVEMENT CHECK LIST

Name ______________________ Grading Period 1 2 3 4 (Circle)

Subject ____________ Section ________ Mid/End of Term Date ______ 19__

AREA	POINTS EARNED 0	1	2
Skills			
Knowledge of steps in process			
Efficiency (quantity of work)			
Workmanship (quality of work)			
Safety & health care			
Following direction & correction			
Works independently			
Pride in workmanship			
Ability to adjust			
Persistance			

Total of Points earned _______
Number of Points this checklist will count (Circle)
65 60 55 50 45 40 35 30 25 20 15 10 5
FINAL RATING ON CHECKLIST _________
TEST POINTS _________
GRAND TOTAL OF POINTS (ACH.) ________

TABLE #4

INSTRUCTIONS - *VOCATIONAL ACHIEVEMENT CHECK LIST*

Add points earned on Vocational Achievement Check List. The correct rating is found in the column labelled with the number of points the checklist s to count toward the achievement grade.

No. Points On Checklist	Points Counted Toward "Test"												
	65	60	55	50	45	40	35	30	25	20	15	10	5
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	3	3	3	2	2	2	2	2	1	1	1	0	0
2	6	6	6	5	4	4	4	3	2	2	2	1	1
3	10	9	8	8	7	6	5	4	4	3	2	2	1
4	13	12	11	10	9	8	7	6	5	4	3	2	1
5	16	15	14	12	11	10	9	8	6	5	4	2	2
6	20	18	16	15	14	12	10	9	8	6	4	3	2
7	23	21	19	18	16	14	12	10	9	7	5	4	2
8	26	24	22	20	18	16	14	12	10	8	6	4	2
9	29	27	25	22	20	18	15	14	11	9	7	4	2
10	32	30	28	25	22	20	18	15	12	10	8	5	3
11	36	33	30	28	25	22	19	16	14	11	8	6	3
12	39	36	33	30	27	24	21	18	15	12	9	6	3
13	42	39	36	32	29	26	22	20	16	13	10	6	4
14	46	42	38	35	32	28	24	21	18	14	10	7	4
15	49	45	41	38	34	30	26	22	19	15	11	8	4
16	52	48	44	40	36	32	28	24	20	16	12	8	4
17	55	51	47	42	38	34	30	26	21	17	13	8	4
18	58	54	50	45	40	36	32	27	22	18	14	9	5
19	62	57	52	48	43	38	33	28	24	19	14	10	5
20	65	60	55	50	45	40	35	30	25	20	15	10	5

MERIT RATING - _____ REPORT PERIOD

Name ______________________________ Section ______________

SUBJECT	Achievement Points	Effort Points	Personal Points	Average	Grade
Reading					
Language					
Math					
Social Studies					
			Total Rating		

For Evaluator's Use:

Total ___ ___ ___ ___

Ave. ___ ___ ___ ___

TABLE FOR DETERMINING THE FINAL MERIT RATING FROM THE TOTAL NUMBER OF MERIT POINTS EARNED
(Based on Seven Classes)

Points	Rating	Points	Rating
70	100	35	50
69	93	34	49
68	97	33	47
67	96	32	46
66	94	31	44
65	93	30	43
64	91	29	41
63	90	28	40
62	89	27	39
61	87	26	37
60	86	25	36
59	84	24	34
58	83	23	33
57	81	22	31
56	80	21	30
55	79	20	29
54	77	19	27
53	76	18	26
52	74	17	24
51	73	16	23
50	71	15	21
49	70	14	20
48	69	13	19
47	67	12	17
46	66	11	16
45	64	10	14
44	63	9	13
43	61	8	11
42	60	7	10
41	59	6	9
40	57	5	7
39	56	4	6
38	54	3	4
37	53	2	3
36	51	1	1

AVERAGE OF MERIT POINTS
1966 - 1967

Name ______________________ Section ________

SUBJECT	REPORT PERIOD				AVERAGE
	1	2	3	4	
Reading					
Language					
Math					
Social Studies					
Total					
Rating					

GRADING FORM

NAME ____________________ HOMEROOM TEACHER ___________ Grading Period 1, 2, 3, 4

SUBJECT ______________________________ TEACHER ______________________

Test Scores: Achievement
Mid-term ______
End-term ______
______
Total ______

Effort: Circle the number
10-9 Excellent
8-7 Good
6-5 Average
4-3 Below Ave.
2-1 Poor

Personal: Put + where it applies:

____ Neat Appearance
____ Health Habits
____ Communication
____ Dependability
____ Honesty
____ Co-operation
____ Courtesy
____ Social Participation
____ Citizenship
____ Goals & Ambitions

No. + ____

MERIT POINTS:

Achievement: ____
Effort: ____
Personal Qualities: ____
Average: ____
Grade: ____

VOCATIONAL ACHIEVEMENT CHECKLIST

	Mid-term			End-term		
Skills	2	1	0	2	1	0
Knowledge of steps in process	2	1	0	2	1	0
Efficiency (quality of work)	2	1	0	2	1	0
Following directions & taking correction	2	1	0	2	1	0
Works independently	2	1	0	2	1	0
Safety and health care	2	1	0	2	1	0
Pride in workmanship	2	1	0	2	1	0
Workmanship (quality of work)	2	1	0	2	1	0
Ability to adjust	2	1	0	2	1	0
Persistance	2	1	0	2	1	0

Points earned: Mid ____ End ____ Number of points checklist to count (by 5's): Mid ____ End ____

Checklist rating: Mid ____ End ____ + Test points: Mid ____ End ____ = Total Ach. Points: Mid ____ End ____

JOB INTEREST CHECKLIST

The CERC Job Interest Checklist is designed for individual use with a client. This is an evaluation of interest rather than ability or aptitude. The items listed should be read to the client, so that vocabulary level and knowledge of spelling and other aspects of language are not a handicapping factor in the assessment of the client's actual vocational interests. The checklist was designed to fit the needs of slow-learning and educationally handicapped children who are ready to enter (or who may already be in) a job-training program.

In presenting the Checklist to a client, the evaluator should indicate that this is not a test, there are no questions to be answered and graded right or wrong, but that the answers to the items on this list can help to find out what he is really interested in. Stress also the fact that all of us must like our work so that we will be happy on the job, so the answers are very important.

The items are read to the client, so the evaluator goes through the process of checking off the answers as the client indicates. The evaluator should take care not to anticipate the answer before it is given and make any move toward a space to make a check mark. This might influence the client to make the choice he thinks the evaluator wants him to make. Be sure that the client realizes how very important it is that his answers be sincere. Nearly all of his responses should be in the L or D Columns; the responses in the ? column should be only if the client doesn't know enough about the task or cannot make up his mind. (Of course, this information is useful, too.)

The checklist includes items indicating interest in the following areas:

Art
Carpentry
Sewing
Singing, Music
Mechanics
Foods
Forestry
Nurses' Aide
Clerical
Traffic Control
Laundry
Loading

Mail Delivery

Plumbing
Electrical Work
Painting
Restaurant Clean-up
Gardening
Veteranarian Aid
Sales
Maintenance
Beautician
Truck Driving
Shoe Repair
Usher

Several items also reflect whether the client is outgoing, energetic, or lazy.

CERC JOB INTEREST CHECKLIST

Here are a lot of things you might have to do on a job. Tell how you feel about each one by putting a check (✓) under:

L (Like) ? (Don't Know) D (Don't Like)

	L	?	D
Draw pictures			
Make things out of wood			
Sew things on a sewing machine			
Sing with a group of people			
Change a tire on a car			
Make things out of clay or stone			
Bake pies, cakes, or cookies			
Chop wood with an ax			
Play a musical instrument			
Watch T.V. all day			
Wash cars			
Take care of little children			
Go to a baseball (or football or basketball game)			
Talk to people on the telephone			
Act in a play			

JIC - 2

	L	?	D
Direct traffic			
Wash clothes			
Sing a solo			
Build a fence around a yard			
Carry boxes into a warehouse			
Play with a baby			
Read to a sick person			
Fix a pipe which is leaking			
Pack things in boxes			
Put in a new light bulb			
Take care of a sick person			
Fix broken toys			
Paint a room			
Type a letter			
Wash dishes			
Find a name in the telephone book			
Make beds in a hospital			

JIC - 3

	L	?	D
Put stamps on letters	____	____	____
Fix a broken table	____	____	____
Read a magazine	____	____	____
Buy new clothes	____	____	____
Take care of plants in a garden	____	____	____
Take a long walk	____	____	____
Take care of a dog	____	____	____
Put a clock together	____	____	____
Put the address on envelopes to mail a letter	____	____	____
Sharpen a knife	____	____	____
Sell candy in a store	____	____	____
Put prices on cans in a grocery store	____	____	____
Sweep the floor	____	____	____
Mow grass with a lawn mower	____	____	____
Count up how much money you have spent, and how much you have left	____	____	____

	L	?	D
Drill holes in a board	___	___	___
Put up someone's hair in curlers	___	___	___
Pick out all the screws from a box of nails, screws, and bolts	___	___	___
Find out why a machine won't work	___	___	___
Pull out weeds	___	___	___
Carve a turkey for a dinner	___	___	___
Climb up a very tall ladder	___	___	___
Polish your fingernails	___	___	___
Work with a cash register	___	___	___
Plant and care for flowers or vegetables	___	___	___
Keep lookout for forest fires	___	___	___
Play games with small children	___	___	___
Raise animals	___	___	___
Drive a truck	___	___	___
Answer a telephone in an office	___	___	___

JIC - 5

	L	?	D
Clean and polish shoes	___	___	___
Straighten bent fenders and auto bodies	___	___	___
Load boxes on a truck	___	___	___
Make a salad	___	___	___
Clean up tables in a restaurant	___	___	___
Use a vacuum cleaner to clean the floor	___	___	___
Carry suitcases in a hotel	___	___	___
Help people find a seat in a movie theater	___	___	___
Clean a spot off a piece of clothing	___	___	___
Check the oil and water in a car	___	___	___

EVALUATION REPORT
CENTRAL EDUCATION-REHABILITATION CENTER

Name ______________________________ Date __________________________

Age ________________________________ Date of Birth __________________

I. LEARNING AND ADJUSTMENT

A. Adaptation to situation

____ 4. Immediately becomes familiar with requirements and behaves accordingly

____ 3. Takes a few days to get adjusted

____ 2. Takes an unreasonably long time to become familiar with and adjust to the situation

____ 1. Never really adapts to the requirements of the situation

B. Instructional Needs

____ 4. Needs very little instruction, follows through on assignments

____ 3. Needs a moderate amount of instruction, in order to comprehend and complete assignments

____ 2. Needs a great deal of instruction to complete assignments

____ 1. Cannot complete assignments, even with a great deal of instruction

C. Task Approach

____ 4. Almost always systematic and organized

____ 3. Generally systematic and organized, sometimes resorting to trial and error

____ 2. Generally uses trial and error approach, but sometimes has insight

____ 1. Approach is generally quite disorganized and unsystematic

D. Grasps of New Materials

____ 4. Learns material well, including a fairly abstract level of learning

____ 3. Has some difficulty in learning abstract material; does fairly well on a concrete level.

____ 2. Has great difficulty learning concrete material; has almost no comprehension of abstracts

____ 1. Has great difficulty in absorbing any new material.

E. Retintion of Material Learned

____ 4. Very good recall; needs very little repetition
____ 3. Adequate recall; needs some repetition
____ 2. Frequently forgets newly learned material; often needs repetition
____ 1. Has minimal recall, needs constant instruction

F. Generalization and Application of Learning in Practical Situations

____ 4. Almost always
____ 3. Usually
____ 2. Sometimes
____ 1. Very seldom

II. MOTIVATION AND ATTITUDE

A. Initiative

____ 4. Self starter; always looks for things to do, regardless of reward
____ 3. Usually looks for things to do, but occasionally sits idle
____ 2. Occasionally will look for things to do, but frequently will not
____ 1. Is usually content to be idle, but occasionally has to be pushed

B. Attitude

____ 4. Is consistently enthusiastic
____ 3. Is usually interested
____ 2. Is usually indifferent
____ 1. Couldn't care less

C. Need for Achievement

____ 4. Sets attainable, high level standards, and is satisfied only with reasonable fulfillment of these, needs no praise
____ 3. Is usually concerned with doing things well, needs to be praised from time to time
____ 2. Generally unconcerned, needs a great deal of encouragement
____ 1. Relies totally on extrinsic support

D. Involvement

____ 4. Almost always engrossed in tasks
____ 3. Usually attentive
____ 2. Pays little attention
____ 1. Cannot become involved in task

E. Motivation Toward Employment
____ 4. Strong
____ 3. Moderate
____ 2. Very little
____ 1. Not at all

III. PERSONAL QUALITIES
A. Appearance and Grooming
____ 4. Consistently well groomed
____ 3. Usually well groomed, but sometimes is not
____ 2. Appearance leaves much to be desired
____ 1. Appearance totally unacceptable

B. Character Traits
____ 4. Completely co-operative and reliable
____ 3. Usually co-operative and reliable
____ 2. Seldom co-operative or reliable
____ 1. Almost never co-operative or reliable

C. Perseverance, Thoroughness, and Persistence
____ 4. Always thorough, completes work to a "T"
____ 3. Usually thorough, occasionally neglectful
____ 2. Seldom completes tasks
____ 1. Never completes tasks

D. Punctuality and Attendance
____ 4. Good
____ 3. Average
____ 2. Fair
____ 1. Poor

E. Mental Health and Emotional Stability
____ 4. Consistently stable, realistic
____ 3. Stable and realistic in most situations
____ 2. Frequently upset and unrealistic
____ 1. Unstable, unpredictable, unrealistic

IV. INTERPERSONAL RELATIONSHIPS
A. Reaction to Supervision
____ 4. Consistently co-operative and respectful
____ 3. Usually meets requirements of supervisor
____ 2. Frequently fails to meet requirements of supervisor
____ 1. Nearly impossible to work with

B. Ability to Work in a Group
____ 4. Presence or absence of people do not distract from performance
____ 3. Is sometimes distracted by people or absence of people
____ 2. Is frequently disrupted with or without people
____ 1. Cannot work in a situation with or without people

C. Relationship with Co-workers
____ 4. Quickly and easily accepted into the group
____ 3. After a short period of time achieves a harmonious working relationship with the group
____ 2. Accepted only by a few
____ 1. Generally not accepted

D. Pleasantness
____ 4. Always very pleasant
____ 3. Usually pleasant
____ 2. Frequently impleasant
____ 1. Hard to put up with

E. Communication
____ 4. Always understandable
____ 3. Usually understandable
____ 2. Frequently cannot be understood
____ 1. Very hard to understand

V. JOB SKILLS
A. Co-ordination and Manual Dexterity
____ 4. Consistently skillful and quick
____ 3. Has skill in an isolated area
____ 2. Skills poor, slow
____ 1. Awkward, clumsy

B. Reading Ability
____ 4. Grade 6 and above
____ 3. Grade 4.0 - 5.9
____ 2. Grade 2.0 - 3.9
____ 1. Grade 1.9 and below

C. Math Ability
____ 4. Grade 6 and above
____ 3. Grade 4.0 - 5.9
____ 2. Grade 2.0 - 3.9
____ 1. Grade 1.9 and below

D. Job Readiness
____ 4. Immediate
____ 3. Soon
____ 2. Wait and see
____ 1. Not ready, and no immediate prospect of readiness

VI. GENERAL ESTIMATE OF STUDENT

A. Adjustment (Overall)
____ 4. Excellent
____ 3. Adequate
____ 2. Fair
____ 1. Poor

B. Social Adjustment
____ 4. Leader
____ 3. Accepted in group
____ 2. On periphery of group
____ 1. Loner

C. Goal-orientation
____ 4. Long range ____ a. Realistic
____ 3. Immediate ____ b. Unrealistic

D. Desire to Work
____ 5. Fired up
____ 4. Willing
____ 3. Hesitant
____ 2. Indifferent
____ 1. Won't

E. Areas of Skill; Areas of Interest

Interpersonal	(____)	(____)
Natural	(____)	(____)
Mechanical	(____)	(____)
Business	(____)	(____)
Esthetic	(____)	(____)
Scientific	(____)	(____)

VII. FUTURE PROSPECTS AND RECOMMENDATIONS:

CENTRAL SCHOOL
STUDENT-PRACTICE EMPLOYMENT TEST
DEPARTMENT STORE

Name ______________________ Date ______________________

Part 1: Arithmetic

(1) Add:	$ .76	1/2	$ 2.58
	.19	1/4	.43
		3/4	1.26
			3.43
(2) Subtract:	$ .88	3 3/5	$ 42.36
	.52	1 1/5	28.85
(3) Multiply:	$ 2.89	$ 2.24	74,400 pieces
	3	21	.18
(4) Divide:	7) 2581	21) 442	36) 7,956

(5) How many inches are in 2 feet?

(6) How many inches are in 2 yards?

(7) How many inches are in 1/2 yard?

(8) How many ounces are in 1 pound?

(9) How many ounces are in 3 pounds?

(10) How many ounces are in 1/2 pound?

(11) How many combs are in a gross?

(12) At 5¢ each, how many pencils can you sell for 25¢?

(13) If nuts sell for 50¢ a pound, how much will 25¢ buy?

(14) How much would you charge for two pens @ $1.98 each?

(15) If a customer buys 4 toothbrushes @ $.69 each and 2 pairs of socks @ $1.26 a pair, the total amount of the sale is $ ________.

Part II: Words

Study these pairs of words. If the two words in the pair mean the same, mark S; if they mean the opposite, mark O.

1. here-there ____
2. warm-hot ____
3. right-left ____
4. sound-noise ____
5. lose-find ____
6. quiet-loud ____
7. flat-level ____
8. thick-wide ____
9. weigh-measure ____
10. sharp-dull ____
11. ask-tell ____
12. take-bring ____
13. beneath-under ____
14. order-deliver ____
15. request-reply ____
16. stop-limit ____
17. permit-forbid ____
18. courteous-polite ____
19. bright-brilliant ____
20. dark-light ____

Part III: Information

Name ______________________________ Age __________

Address ______________________________ Phone __________

Today's Date ______________________________ Date of Birth ______

Social Security No. ______________________

Father's Name ______________________

Father's Occupation ______________________

Mother's Name ______________________

Mother's Occupation ______________________

How many brothers do you have? __________

How many sisters? ______________________

Do you have a driver's license? __________

Do you own a car? ______________________

Do you belong to any Church? ____________

Do you belong to any clubs? _____________

List them:

What is the state of your health? __________

Have you any handicaps which might interfere with your work? ______

If so, what? ____

____

____

How do you spend your spare time? ______________________________

____

____

List any jobs you have had and give the information as shown:

DATES	JOB TITLE	EMPLOYER	WHY LEFT

INFORMATION FOR EVALUATION STAFFING

Characteristics

Achievements

Abilities

Limitations

Peer Relations

Relations with Instructors

Personal Appearance

Ability to Carry Responsibility

Interests

Co-operation

Thoroughness

Self Control

In writing reports on students for Evaluation Staffing, you will find that it is not necessary to write on all the above aspects for every case every time. Report on the items which you feel are significant about this student at this particular time.

STUDENT PERFORMANCE RATING

Name ________________________ Section ______________ Date _________

Report By __________________________________ Area __________________

Check statements true of this student: Reading Level:

____ 1. Doing exceptionally well Arith. Level:

____ 2. Doing average work

____ 3. Doing the minimum

____ 4. Doing nothing

____ 5. Is a behavior problem

____ 6. Lacks ability to do the work

____ 7. Tries hard but can't do the work

____ 8. Could do the work but gives up too easily

____ 9. Has not become involved

____10. Gets along well with other students

____11. Is too involved with others to stick to work

____12. Does not relate to the other students

____13. Is hostile toward others

____14. Accepts direction from authority figures

____15. Personal grooming needs improvement

____16. Is well co-ordinated

____17. Is clumsy

____18. Is nervous and tense

____19. Is quick to respond, but frequently wrong

____20. Is careful in responding

____21. Is calm and poised

____22. Speaks clearly

____23. Has poor speech habits

Note24. Would profit by such special help as:

CENTRAL SCHOOL
EVALUATION REPORT

Name ______________________________ Section ____________ DOB ____________

Date of Evaluation ____________

BACKGROUND INFORMATION

Past work experience

Interests

Goals and ambitions

PHYSICAL CAPACITY EVALUATION

Recorded disabilities

Limitations

Precautions

Work areas to be excluded

WORK CHARACTERISTICS

Motivation and general attitude

Learning characteristics & potential

Relationship with others

General appearance

Productivity

Quality of work

DESCRIPTION OF PERFORMANCE

SUMMARY & RECOMMENDATIONS

CENTRAL SCHOOL
EVALUATION SUMMARY

Name: ______________________________ Date: __________________

Background Information:

Summary of Standarized Measures:

Intellectual Ability:

Interest:

Aptitude:

Achievement:

Personal Adjustment:

Summary of School Performance:

Summary and Outlook:

DESCRIPTION STUDENT REPORT

Student: ______________________________ Date: ___________________

Subject: _______ ___ _______________ Report By: ______________.

Please describe the student in any areas you feel are significant. Several have been listed and broken down here; use these or others, as you see fit.

Please return your report on this student to Karen Haywood as soon as possible.

A. Achievement
    1. Grasp of new materials
    2. Recall of previous material
    3. Application of learning in practical situations
    4. Speed in learning

B. Effort
    1. Iniative
    2. Interest
    3. Independent work
    4. Persistance
    5. Thoroughness

C. Personal Qualities
    1. Personal grooming
    2. Health habits
    3. Dependability, honesty, co-operation, courtesy
    4. Ability to get along with other students
    5. Ability to get along with teachers and other authority figures
    6. Citizenship
    7. Goals and ambitions
    8. Mental health and emotional stability

D. Specific, important events

E. Specific strengths, weaknesses, interests

F. Home and family (or other) background

G. Specific problems

H. Recommendations for special help

CENTRAL SCHOOL
INDIVIDUAL EVALUATION SUMMARY

Name ____________________ Date 19 __-19__ Core __ __ Section ____

Address __________________ Age _____ Race _____ Sex ____________

TEST

Weschler V__P__FS__INFO__COMP__ARITH__SIMIL__DIG SP__VOCAB__
DIG SBL__PIC CMPT__BLOCK DSN__PIC ARR__OBJ ASSY__
CODING__MAZES__

Test	Initial Score	Retest Score	Test	Initial Score	Retest Score
Beta I.Q.			MacQuarrie		
Jastak			Tracing		
I.Q.			Tapping		
Cap.			Dotting		
Vocab.			Copying		
Numb. Ser.			Location		
Coding			Blocks		
Pic. Reas.			Pursuit		
Space Ser.			TOTAL		
Verb. Reas.					
Soc. Conc.			Prognostic		
Arith.			Arith. Comp.		
Space Compl.			Read. Draw.		
Spelling			Ident. Tools		
Lang.			Spat. Rel.		
Reality			Check Meas.		
Motivation			TOTAL		
Psychomotor					
Picture Interest Inv.			Mental Hea. Anal.		
Interp'nal			Cl. Per. Rel.		
Natural			Intp. Skill		
Business			Soc. Part.		
Mechanical					

Esthetics ______ ______
Scientific ______ ______
Verbal ______ ______
Computational ______ ______

Time Persp. ______ ______

Merit Points

Reading __________
Language __________
Soc. __________
Math __________
Pre. Voc. __________
Typing __________
Sales __________
Home Ec. __________
Shop __________
Art & C. __________
Dr. Ed. __________
Nurse A. __________
Job Tr. __________

Average __________

Sat. W. & R. ______ ______

Out. & Gls. ______ ______

ASTS. TOTAL ______ ______

Beh. Im. ______ ______
Emot. In. ______ ______
Fis. Ins. ______ ______
Ph. Def. ______ ______
Ner. Man. ______ ______
LIAB. TOTAL ______ ______

TOTAL MHA ______ ______

Grades
Reading ____ ____ ____ ____
Language ____ ____ ____ ____
Soc. ____ ____ ____ ____
Math ____ ____ ____ ____
Pre. Voc. ____ ____ ____ ____
Typing ____ ____ ____ ____
Sales ____ ____ ____ ____
Home Ec. ____ ____ ____ ____
Shop ____ ____ ____ ____
Art & C. ____ ____ ____ ____
Dr. Ed. ____ ____ ____ ____
Nurse A. ____ ____ ____ ____

Job Placement Record:

Date Started	Date Ended	Name	Comments

Other Evaluations:

____ ____

____ ____

____ ____

____ ____

California Ach. Math:

Meaning ______ ______
Signs & Symbols ______ ______
Problems ______ ______
Reason. Total ______ ______

Addition ______ ______
Subtraction ______ ______
Multiplication ______ ______
Division ______ ______
Fund. Total ______ ______

ARITH. TOTAL: ______ ______

Other Tests:

______ ______
______ ______
______ ______
______ ______
______ ______
______ ______
______ ______
______ ______

REVISED BETA EXAMINIATION
BREAKDOWN OF SCORES

(Fall, 1965)
(Spring, 1966)

Name ________________________ Date ____________

SUBTEST	Test	Retest
Maze	____	____
Digit Symbol	____	____
Error Recognition	____	____
Formboard	____	____
Picture Completion	____	____
Identities	____	____
TOTAL	____	____
RATING (I.Q.)	____	____

EVALUATION OF ______________________ ______________ DATE ______________

Rating: + if progressing, O if no change, - if getting worse

	Unacceptable	Acceptable	Outstanding
Work Skills			
Ability to follow directions			
Ability to work on his own			
Persistance			
Interest in work			
Pride in workmanship			
Ability to adjust			
Co-operation			
Courtesy and attitudes			
Neatness			
Honesty			
Reliability			
Accepts direction & correction			
Thoroughness			
Punctuality			
Gets along with co-workers			
Gets along with superiors			
Self control			

Days absent ______
Date placed on job ______

Rated by ______
Position ______

NAME: CLASS LEVEL:

DATE OF BIRTH:

ADDRESS: PHONE:

PARENTS' NAME:

To Evaluator:

Please feel free to use this space for specific comments about the client. Do not feel bound to the limits of the form.

CENTRAL SCHOOL
INDIVIDUAL EVALUATION SUMMARY
1966 - 1967

Name ______________________________ Core _______ Section _______

Date of Birth ____________________ Age ____ Race ____ Sex _____

TEST	Initial Score	Retest Score
Weschler		
V		
P		
FS		
Info.		
Comp.		
Arith.		
Simil.		
Dig. Sp.		
Vocab.		
Dig. Sbl.		
Pic. Cmpt.		
Block Dsn.		
Pic. Arr.		
Obj. Assy.		
Coding		
Mazes		
Beta		
Maze		
Dig. Sbl.		
Error Recog.		
Formboard		
Pic. Compt.		
Ident.		
TOTAL		
RATING		
Picture Interest Inventory		
Interp'nal		
Natural		
Business		
Mechanical		

TEST	Initial Score	Retest Score
Mental Health Anal.		
Cl. Per. Rel.		
Intp. Skill		
Soc. Part.		
Sat. W.&R.		
Out. & Gls.		
ASTS. TOTAL		
Beh. Im.		
Emot. In.		
Fls. Ina.		
Ph. Def.		
Ner. Man.		
Liab. Total		
MHA TOTAL		

Merit Points	Yearly Average
Reading	
Language	
Soc. Stud.	
Math	
Typing	
Home Ec.	
Shop	
Arts & Crafts	
Drivers Ed.	
Nurses' Aide	
Power Mech.	
Bus. Pract.	
Printing	
Varityper	

Esthetic _____ _____
Scientific _____ _____
Verbal _____ _____
Computation _____ _____
Time Persp. _____ _____

Metropolitan Achievement
Word Know. _____ _____
Word Discrim.
_____ _____
Reading _____ _____
Spelling _____ _____
Lang. TOTAL _____ _____
Arith. Comp. _____ _____
Arith. PS. &
Concepts _____ _____

CENTRAL SCHOOL
STUDENT FACT SHEET
19__ - 19__

Name ______________________ Age ____ Section ______

Address ______________________ Phone ______________

Date of Birth ______________________

1. Schedule:
   1.
   2.
   3.
   4.
   5.
   6.
   7.

2. Which subject do you think you will like the best?

3. Which subject do you think you will like the least?

4. In what subject do you get the best grades? ______________
   The worst? ______________

5. How do you think Central can help you?

6. What do you like to do in your free time at home ?

7. Have you ever had a job?

8. How many brothers do you have? _____ How many sisters? _____

9. How do you get to school?

10. What is your favorite T.V. program?

11. Who is your best friend?

12. What kind of job do your parents want you to have?

13. Do you have a drivers' license?

14. Where did you go to school before you came to Central?

15. Were you here at Central last year?

16. What job do you want to get?

17. What are you going to do to get ready for this job?

18. Circle the words that tell about you.

happy sad friendly
pretty handsome smart
angry short
tall

19. Check the sentences that fit you:

____ I like to work alone most of the time.

____ I like the out-of-doors.

____ I have a lot of friends.

____ My parents are happy with me.

____ I am afraid of high places.

____ I like Central.

____ I get in fights or arguments often.

____ I am ready to work hard.

20. Finish these sentences any way you like:

I am ____

Everyone likes ____

I always ____

My parents ____

Some teachers ____

I especially like ____

Someday I ____

You can never ____

I can ____

I don't like ____

My friends ____

I can't ____

Sometimes ____

I can't help ____

My favorite ____

SENIOR QUESTIONNAIRE

Name ______________________ Age _____ Birthday ___________

Address ______________________________ Phone ___________

1. Which subject did you like best this year? ______________

   Why did you like it? ______________________________

2. Which subject did you like least this year? ______________

   Why? ______________________________________

3. In which subject did you get the best grades? ____________

   In which did you get the worst grades? ________________

4. Have you had a job of any kind? _____ If so, list what you did and where you worked.

WHAT YOU DID	WHERE YOU WORKED

5. Do you have a drivers' license?

6. Were you here at Central last year?

7. What kind of job do your parents want you to get? __________

   ____

8. What do you like to do? ______________ ______________

   ______________ ______________ ______________

9. List the jobs you would like to get. Say where you would like to work, if you have an idea.

____

____

___________________________ __________________

___________________________ __________________

10. List what you do in your free time:

REVISED BETA EXAMINATION

Name ______________________ ______________________ 1966-1967

SUBTEST	TEST	RETEST
Maze	______	______
Digit Symbol	______	______
Error Recognition	______	______
Formboard	______	______
Picture Completion	______	______
Identities	______	______
TOTAL	______	______
RATING (I.Q.)	______	______

CENTRAL SCHOOL
WORK EVALUATION

Name ______________________________________ Section __________

Name of Test _______________________________ Date of Test ______

Subtest:	Subject area Concerned
Tracing	Shop, Home Ec., Arts & Crafts
Tapping	Typing
Dotting	Typing
Copying	Shop, Home Ec., Arts & Crafts
Location	Shop, Arts & Crafts
Blocks	Shop, Arts & Crafts
Pursuit	Typing, Reading

Stanine ___(Total Score)

Explanation of Stanines:

9) - Superior

8) - Above
7) Average

6)
5) - Average
4)

3) - Below
2) Average

1) - Poor

DESCRIPTION OF RESULTS:

CENTRAL SCHOOL
WORK EVALUATION

Name ______________________________ Section __________

Name of Test ______________________________ Date of Test ______

STANINE (TOTAL SCORE) ______

EXPLANATION OF STANINES

9	Superior
8	Above Average
7	" "
6	Average
5	"
4	"
3	Below Average
2	" "
1	Poor

DESCRIPTION OF RESULTS:

WORK ADJUSTMENT
WORK DISCUSSION GROUPS

SELECTION OF STUDENTS

Counselor suggestions
Vocational class suggestions
Screen by analysis of test scores and personal interviews

STUDENT RECORDS

Establish a record base for each student, including: Information about his past school performance, personal behavior and attitudes, adjustment at Central, evaluation reports, vocational or other future plans, personal goals

Psychological test data
Social history
Record of critical incidents

GROUPING

Group the students into a workable unit. Consider all aspects mentioned in the record, plus the interaction of the students lumped together. Don't combine too many problems to handle. Try to attain a comfortable balance of positive, negative, and passive contributors in each group. Begin small; it is better to add cases later than to drop them. The optimum size for a group is eight. Interesting results can be gained by establishing groups according to sex: boys, girls, and mixed.

SCHEDULING

Make a regular schedule of meetings with each group. Plan to hold to this schedule religiously. Reliability will be a mainstay in developing the desired adjustment.

PLANNING

Plan group meetings in advance, either singly or in units. Be sure you understand the goals and general procedure for each meeting.

CO-ORDINATION OF EFFORT

Ask teachers and other staff members to reinforcepoints brought out in Work Adjustment sessions. (Anaconda Policy - surrounding the student.)

POSSIBLE CONCEPTS TO BE EXPLORED IN WORK DISCUSSON GROUPS:

Self Control
Perseverance
Perseveration
Honesty
Responsibility
Second-mile idea
Planning ahead
Leisure
Values
Study (learning) habits
Perfection and doing your best
Irritations and discomforts
Time
Situations which might occur in a work situation
    Conflict of allegiance to friend and employe
    Overtime situation
    Disruptive customer
    Machine breaks - report it or hide it?
    Boss asks you to do a menial job which is not part of your work
    Boss jumps you about something someone else did
    Boss promotes somebody over your head
    You find something valuable with no name on it
    How to take correction
    How to take advice
    How not to give advice
    When to ask questions and of whom

POSSIBLE METHODS TO BE USED:

Role playing
Filmstrips - commercial and self-constructed
Booklets
Open discussion
Films
8 mm loop films
Games

WORK EVALUATION IN AN EDUCATIONAL - VOCATIONAL SETTING

The task of vocational evaluation is to provide an adequate and accurate appraisal of the student at various stages: Pre-training, Pre-placement, On-the-job, and Follow-up. A wide scope of techniques are employed, including standardized tests, performance and dexterity measures, checklists, job samples, questionnaires and inventories, simulated job situations, observations, and teacher reports. These measures rate the students in the areas of intelligence, personal and social adjustment, vocational achievement, vocational interest, and academic achievement. Vocational evaluation has two major orientations: general evaluation and specific evaluation. In general evaluation emphasis is placed on evaluating the whole client, including all possible aspects of appraisal, and evaluating the student body as a whole. In specific evaluation emphasis is given to depth study, evaluating the student in the light of specific vocational goals.

THE WORK EVALUATION SEQUENCE

In the rehabilitation setting, work evaluation is a very broad and comprehensive process. Mainly it involves the consideration of an individual's background of experience and training as well as his specific interests and aptitudes in order to determine

(1) in what area he will benefit most from training

(2) whether or not he is ready for actual on-the-job training and trial

(3) the nature and extent of his performance, progress, problems, and needs while on the job

(4) the nature and extent of his performance, progress, problems, and needs after he has left the shelter and guidance and direct supervision of the Center

For all practical purposes evaluation may be divided into four sequential areas:

(1) Pre-training evaluation

(2) Pre-placement evaluation

(3) On-the-job evaluation

(4) Follow-up evaluation

It is logical to assume that since Evaluation must include these four areas, various methods and techniques must be used in order to obtain significant results. It is the opinion of this evaluator that the more, and more varied the program, extending a wise and flexible range of evaluative services, the stronger, more accurate, and more comprehensive and significant the results. There are already available many standardized paper and pencil tests of achievement, intelligence, personality, vocational aptitude, and vocational interest. These are standardized on the basis of a "normal" population, and for use in the rehabilitation setting, it may be mandatory for new norms to be developed. However, simply because these tests are not ready-made to suit the immediate situation is no reason to discount their worth, even using the current norms.

In the area of performance, probably the most practical means of testing is the Actual Job Sample. This involves simulating to the greatest degree possible the actual job situation, using the actual tools and material that would be used on the job. To a large extent the results and the interpretation of the results of job samples are subjective. To contribute added objectivity to the job sample, certain rather basic principles should be adhered to:

JOB SAMPLES

JOB SAMPLES SHOULD:

-- be as close to real in setting, use of equipment, and time involved as possible

-- test only one skill at a time

-- give both a quality and a time score

-- rate both supervised and unsupervised work samples

-- employ a standard set of instructions for all clients being tested so that none has an advantage

-- be used to test only the specific job at hand, not one "like it" (for instance, sorting buttons cannot be used as a job sample for the task of sorting screws, bolts, and nails.)

-- be used in areas where the client has had some degree of training or experience, so that he is not entirely dependent on the directions for learning a task as he is asked to do it for purposes of evaluation

-- be used to rate the client's ability to perform a task, not his ability to learn the task, unless the evaluator is prepared to provide the same training program as the employer or school can offer (for prognostic purposes standardized tests might be used to better advantage than job samples)

-- provide experiences and rate the client's ability to work in the company of others who are engaged in work tasks as well as evaluating his ability to work alone

-- yield ratings based on standards which are acceptable to employers

After placement, the evaluator had less control over the testing situation. The client is an employee of the firm where he is working, and evaluation should in no way interfere with his performance. In this situation, a standard check list may be used to evaluate the client. The employer or supervisor should have the opportunity to rate the client from the point of view of industry. The classroom teacher with whom the client is studying at the time should have the opportunity to evaluate the client from the point of view of education and training. Finally, the evaluator should contribute an objective evaluation on the basis of on-the-job observation and interviews.

One aspect of placement which cannot be under-rated is the importance of personal adjustment and behavior. So far no practical measure has been mentioned for this specific area. True, there are paper and pencil tests for personality, and projective measures, too. In the main, the projective tests are geared for general adjustment, and are prepared to determine the presence and extent of emotional imbalance. Perhaps new tests should be devised to fill this gap. It has occurred to this evaluator that a suitable test might be developed on the tape recorder. A situation might be demonstrated in which a number of adjustment factors would be called to the fore, so that the client could respond to a taped situation in much the same way as to other projective tests. These taped tests would put the client more on home ground, since a very large part of his communication is necessarily oral. Perhaps prepared loop films could be used in conjunction with the tapes, to offer extremely realistic test situations.

Beyond the test situation and the job situation, many valuable evaluations can be made through systematic observations. Such observations can be made in the classroom or in any other aspect of the training or work experience program.

The work evaluation program should be based on certain basic principles, and the goals of the program as it relates to other areas and to the client should be established early so as to give the program direction and meaning.

PRINCIPLES OF WORK EVALUATION

1. The evaluation of a client is based on whether or not he is acceptable to an employer for hiring, not on how he compares with others.

2. The method of evaluation should simulate to the greatest possible degree the actual job situation.

3. No aspect of the evaluation should hinder the client in any way, whether it be in the receiving of instructions or information or in the response to test items. E.G. The vocabulary level must be appropriate.

4. Evaluation must be made over a sufficient period of time so that we can determine the client's reaction to prolonged work, response to others, ability to adjust to repetition or change, and other time-oriented factors.

5. Evaluation should be not only diagnostic, but also developmental in nature. The evaluation unit should determine the client's abilities or lack of abilities, but it should also aid in developing work confidence, good work habits, and adequate work tolerance in a situation free from the pressures of production.

6. The evaluation unit should provide opportunities for the client to adjust to the work situation, and for equipment to be adapted to his needs.

7. The evaluation of a client will rate his aptitudes, interests, abilities, and limitations through actual job samples, standardized tests, and systematic observations.

8. Evaluation has primarily been associated with rating the client's work skills, however, equal and comprehensive emphasis will be placed on the client's ability to get along with others, and his personal habits.

9. The strength of the evaluation program will rest on the support given. No evaluation can be effective unless it is taken seriously; follow-up and periodic checks are mandatory.

DEVELOPMENTAL EVALUATION

The nature of the word Evaluation implies analysis and rating, but a new and rather interesting view can be taken. This is to approach the evaluative process from the point of view of the educator, rather than adhering solely to measurement. In education the goal is to take the information gained through testing or other measures and to use it to the advantage of the student in helping him to attain a higher level of achievement.

The evaluator is in an excellent position to discover exactly where the student has specific strengths and weaknesses and can quickly leap in to take best advantage of a spark of interest to start the learning process. This is not to say that the evaluator should begin a course of study with a student, but he can help the student to learn isolated or relevant facts. This is, in turn, helpful to the evaluator who has a chance to see first-hand how a student can learn while on the job. Developmental evaluation provides an excellent opportunity for subjective rating of the student's learning ability (a pragmatic approach).

C.E.R.C. EVALUATION PROGRAM

"Evaluation" implies the rating or judgment of the ability, aptitude, or performance of an individual. The rating may be classified into four sections:

Pre-training

Pre-placement

On-the-job

Follow-up

In the C.E.R.C. evaluation is not only diagnostic, but also developmental in nature. Where weaknesses are uncovered by evaluation, the client is given immediate "first aid" while his training program is being established or altered.

PRE-TRAINING EVALUATION

GOALS:

To discover through testing the potential abilities of a client in the areas of intelligence, academic achievement, personality development, vocational aptitude, and vocational interest.

3

To determine through test results and counseling or past experience, the needs of the client and to plan his training program accordingly.

To learn the specific limitations of a client in order to try to eliminate or alleviate them or to compensate for them in some way. (Recommendations can be made regarding medical or social needs.)

FUNCTIONS:

Establish an initial formal testing program

Select and obtain appropriate tests to evaluate the client in all areas.

See to the administration, scoring, and recording of the test results.

Interpret test results as they apply to the evaluation program:
adjustment of areas tested
adjustment of tests or levels used
adjustment of standardization where norms are not suitable
adjustment of evaluation program
recording over-all information on client

Report information to staff with recommendations

Record information for purposes of research

PRE-PLACEMENT EVALUATION

GOALS:

To determine the nature and requirements of each job open to the C.E.R.C. placement program so as to develop adequate and accurate evaluation standards.

To determine the abilities, disabilities, and limitations of clients who are considered by the staff to be ready for placement and to interpret this evaluation in light of the specific job for which he is being considered.

To present to the staff the results of evaluation, including recommendations for placement, further training, or any special adaptations which may be necessary.

FUNCTIONS:

Develop a means of evaluating the job situation to determine

skills necessary
personal qualities required
disabilities or limitations which might preclude this specific job situation
other pertinent information

Develop job samples, check lists, and evaluative scales to determine the client's suitability for specific jobs in terms of

physical ability to perform work tasks
potential to develop further job skills
work habits and personal qualities
disabilities or limitations to be guarded or utilized
special skills and interests
social and emotional adjustment

Report findings and make recommendations in an organized, objective manner.

ON-THE-JOB EVALUATION

GOALS:

To help the client become aware of and accept his abilities and limitations, thus enabling him to form a realistic self concept and to improve himself in his areas of deficiency.

To aid the members of the rehabilitation team in determining specific areas of the training process to be further developed through supervision, counseling, practice, or study.

To provide the employer with an objective device for evaluating the client's performance, progress, and needs.

To give evidence to the client's family of his performance, progress, and needs.

To determine whether there is a need for adjustment or retraining through:

counseling
additional education or training
additional opportunity for practice

FUNCTIONS:

Develop a means of evaluating the client's performance and progress in aspects of work experience:

work skills
ability to follow directions
ability to work on his own
persistance
interest in work
pride in workmanship
ability to adjust

Develop a means of evaluating the client's personal qualities as evidenced in the work training experience:

co-operation
courtesy and attitudes
neatness
honesty
reliability
accepts direction and correction
thoroughness
punctuality
relationships with co-workers
relationships with supervisors
self control

Establish a probationary period of three weeks to allow the client sufficient time to adjust to the job and work situation and to learn the duties of the job.

Evaluate at least once every month using a standard check list.

Contribute to work adjustment through:

direct supervision on the job
personal interviews and counseling
acting out in simulated job situations
classroom study

Report findings to staff.

FOLLOW-UP EVALUATION

GOALS:

To determine the client's progress after termination.

To anticipate the client's failures as symptoms occur and act to prevent further problems.

To record facts for purposes of research as to the ultimate success or failure of clients trained in the Center.

FUNCTIONS:

Develop and use a check list to evaluate the client's progress and performance since termination.

Through interviews with both the client and the employer, learn of any problems which might lead to ultimate failure. Try to nip trouble in the bud.

Establish a regular pattern of evaluations so as to accomodate the research design.

Gather and record facts about client problems, progress, and performance for use in research.

LOGIC - A BASIC COURSE IN ORGANIZED THINKING

INTRODUCTION: Many efforts have been made to teach skills to students with learning problems, but little has been done in the area of teaching them basic attacks in thinking and problem solving. "Logic" would seem to be an apt title for such a course.

Logic deals with cognition as an organized thought process. Although the course is planned and designed for students with learning problems, the principles and concepts are consistent for all types of students.

CONTENT AREAS: Five content areas are included in the scope of this course. These areas are sequential to a large extent, but also tend to overlap, which provides a smooth transition from one unit to the next. The five content areas are:

Similarities and Differences
Patterns and Relationships
Analysis and Synthesis
Anticipation and Forethought
Creative and Independent Thinking

In the process of teaching these concepts, a number of skills need to be taught, too.

Assimilation of ideas
Organization, classification, and generalization
Memory
Flexibility of approach
Speed
Expression

SIMILARITIES AND DIFFERENCES: Students learn the concepts of Alike, Similar, and Different. They learn to classify pairs of objects, pictures, or ideas, according to these three categories, and base their decision on the relationship of characteristics of the items: shape, color, size, texture, taste, use, etc.

PATTERNS AND RELATIONSHIPS: Attention is focused on the characteristics of selected items, and students associate these on the basis of their relationship: time and order, natural progression, proximity, number, repetition, or cause and effect relationship.

ANALYSIS AND SYNTHESIS: The students have been working with characteristics of selected items, and now they focus in on the detailed make-up of these items, consciously analyzing them, or taking a number of components and putting them together (synthesis).

ANTICIPATION AND FORETHOUGHT: Students apply their knowledge of component parts to a time sequence. In the Anticipation area, they are given a number of clues and draw conclusions from these. Forethought involves the planning of steps toward a known goal.

CREATIVE AND INDEPENDENT THINKING: Students are challenged to venture forth on their own in developing new ideas; ideas with meaning and purpose for them.

SUMMARY: Logic is an experimental course which has been used only one year. During this period of time materials have been developed and tried, with an optimistic degree of success. The course was taught within the framework of the public school special education program.

WINSTON-SALEM FORSYTH COUNTY SCHOOLS
CENTRAL SCHOOL
REPORT CARD

STUDENT__________________________ TEACHER __________________________ 19__19__

Meaning of grades: A–Excellent; B–Above Average; C–Average; D–Below Average; F–Failing; NG–No Grade

SUBJECTS	1	2	3	4	
Arts and Crafts					
Auto Servicing					
Business Practice					
Communications					
Driver Education					
Graphics Arts					
Home Economics					
Mathematics					
Nurses Aide					

SUBJECTS	1	2	3	4	
Reading					
Shop					
Social Competence					
Typing					
In-School Work					
Job Training					
Merit Points					

The grades on this report card do not represent Carnegie units, but the efforts of the student, according to his ability, at this school.

PRINCIPAL________________________

PERSONAL AND SOCIAL DEVELOPMENT

Work and study habits

Prepares home assignments				
Takes care of books and materials				
Listens to and follows directions				
Uses time wisely				
Does neat work				
Does accurate work				
Begins and completes assignments				

Social habits

Is polite in speech and action				
Works well with others				
Respects rights and property of others				
Is dependable and assumes responsibilities				
Has good manners				
Obeys class and school rules				

Conduct is graded as follows:
S–Satisfactory; N–Needs improvement
U–Unsatisfactory

Conduct____________________

Days absent__________________

Parent's Signature

1.____________________________

2.____________________________

3.____________________________

REPORT CARD

STUDENT____________________ TEACHER ____________________ 19__19__

Meaning of grades: A–Excellent; B–Above Average; C–Average; D–Below Average; F–Failing; NG–No Grade

SUBJECTS	1	2	3	4
Arithmetic				
Arts and Crafts				
Health and Recreation				
Home Economics				
Language and Social Science				

SUBJECTS	1	2	3	4
Pre–Vocational Training				
Reading				
Shop				
[illegible]				

PRINCIPAL____________________

The grades on this report do not represent Carnegie units, but the efforts of the student, according to his ability, at this school.

PERSONAL AND SOCIAL DEVELOPMENT

Work and study habits

Prepares home assignments				
Takes care of books and materials				
Listens to and follows directions				
Uses time wisely				
Does neat work				
Does accurate work				
Begins and completes assignments				

Social habits

Is polite in speech and action				
Works well with others				
Respects rights and property of others				
Is dependable and assumes responsibilities				
Has good manners				
Obeys class and school rules				

Conduct is graded as follows:
S–Satisfactory; N–Needs improvement
U–Unsatisfactory

Conduct____________________

Days absent____________________

Parent's Signature

1.____________________

2.____________________

3.____________________